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NEA Today

WASHINGTON, D.C. MARCH 1987

A NEWSPAPER FOR MEMBERS OF THE NATIO

Jessica IS A FIFTH GRADER, A GIRL SCOUT, THE APPLE OF HER DADDY'S EYE, AND *Fascinated By Drugs*

SCHOOLS FIGHT BACK, P. 4

PRESIDENT'S VIEWPOINT

No Time for Skydiving

A generation ago, President Eisenhower stated that "the education of all our citizens is imperative to the maintenance and invigoration of America's free institutions."

Seven years later, President Kennedy insisted that "education is both the foundation and the unifying force of our democratic way of life. It is...the most profitable investment society can make."

Two years after Kennedy's death, President Johnson asserted that "nothing matters more to the future of our country than education. Not our military preparedness—for armed power is worthless if we lack the brain power to build a world of peace. Not our productive economy—for we cannot sustain growth without trained manpower. Not our democratic system of government—for freedom is fragile if citizens are ignorant."

Succeeding presidents—Nixon, Ford, Carter—reaffirmed these principles.

How faint those words sound today. How distant seems the time when Presidents, regardless of party affiliation, understood the bond between the blessings of liberty and the blessings of learning.

Today we have a President whose eloquence easily equals that of his predecessors. And he has spoken.

For fiscal 1988, the President has said, let us slash the federal education budget by $5.4 *billion*, terminate *all* federal support for vocational education, slice in half aid for college students, and reduce funds for handicapped students by $336 million.

Joe Di Dio

NEA President
Mary Hatwood Futrell

For the seventh time in seven years, this President seeks to gut public education. But this time, for the first time in this President's tenure, I feel no rancor, no indignation. Only disappointment. Only sadness. And...hope.

For this year I know that as a result of your efforts, our congressional representatives will tolerate no retreat from excellence and equity for all our nation's children.

We will see in the coming months that we have friends—some new, some long-standing—on both sides of the congressional aisle, from Speaker of the House Jim Wright (D-Tex.) to Vermont's Robert Stafford, the senior Republican on the Senate Education Subcommittee.

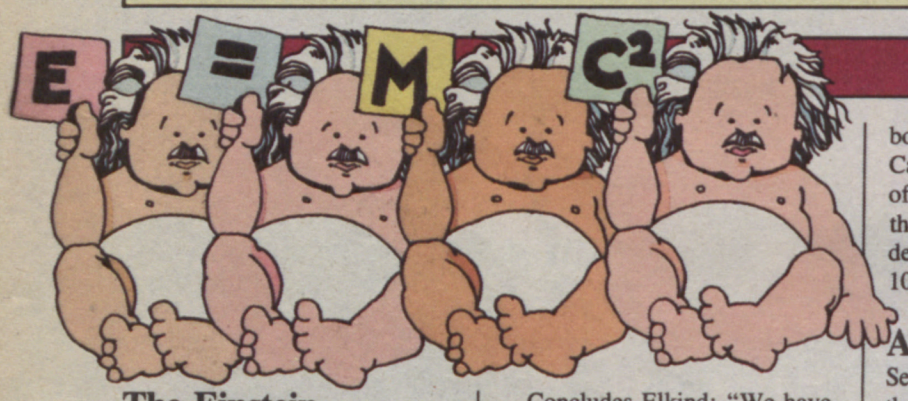
No one has better expressed the mood in Congress than Lawton Chiles (D-Fla.), chair of the Senate Budget Commitee. Slashing federal education funds by 30 percent, says Sen. Chiles, is "like cashing in your life insurance policy to take skydiving lessons."

The President will learn during this session of Congress that the American people do *not* expect the same Department of Education that published *A Nation of Readers* to now call for the elimination of federal aid to public libraries. They do not expect the Department of Education that published *Schools Without Drugs* to now endorse a 50 percent cut in drug prevention programs. They do not expect the Department of Education that praised the heroism of Christa McAuliffe to abolish the fellowship program that was to honor her memory.

The President has disappointed us deeply. Congress, if we keep the pressure on, will dispel that disappointment.

But the day we really long for is the day when leadership from the White House negates the need for a congressional salvage operation—the day when we celebrate, not a fiscal holding pattern, but an upward flight...the day we are offered not skydiving lessons, but lessons that lift us toward the lofty ideals our six previous Presidents embraced. □

TRENDS



The Einstein Production Line

In an effort to "mass produce little Einsteins," too many parents are pushing very young children too fast and too soon into academic studies, says Samuel Sava, executive director of the National Association of Elementary School Principals. These parents, contends Sava, ought to be reminded that the brilliant Albert did not learn to speak (let alone read, write, or compute) until he was four.

David Elkind, president of the National Association for the Education of Young Children, gives solid support to Sava's contention. Formally instructing four- and five-year-olds in reading and math, contends Elkind, is more likely to generate stress and thwart intellectual development than to improve achievement.

Concludes Elkind: "We have to convince parents that education is not a race. There is no finish line. Education is a lifelong process."

'Girls Just Want To Have Fun'

That's the false claim presented in rock star Cyndi Lauper's hit single. But false or not, the attitude prevails among far too many college professors.

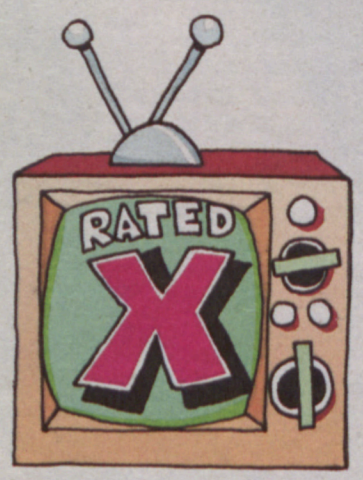
Two studies by American University education professors Myra and David Sadker show that professors are more attentive and responsive to their male students. This tendency, claim the Sadkers, may explain the disparity in achievement levels between male and female college students.

The inequitable treatment, of course, starts much earlier. When the Sadkers studied books that have won the Caldicott Medal—the Pulitzer of the kiddie book world—they found that for every girl depicted in the books, there are 10 boys.

All Play, No Pay

Sex has no consequences: that's the clear message that emerges from the moronic plots of most major TV network offerings. And the Planned Parenthood Federation of America is convinced that this message at least partly explains the rise in teenage pregnancy.

One example: Planned Parenthood of Greater Cleveland recently monitored a single week of afternoon and evening television programming. The organization counted 1,056 overt or implied sexual acts. And in this sex-soaked never-never land, no one discussed contraception...and *no one* became pregnant.



Planned Parenthood also noted that while the major networks hype irresponsible sex, they ban birth control advertisements.

Let's Let Schools Be Schools

In a recent address updating the 1983 "Nation at Risk" report, University of California President David Gardner charged that society is foisting too many broad-based societal problems onto the nation's schools.

Our schools, said Gardner, "do not exist to respond to every social, political, or individual" dilemma that arises.

Too often, claims Gardner, we assume that schools are "somehow magically equipped" to deal with social problems that in fact demand the concerted attention of all citizens and all levels of government.

The Bilingual Imperative

The forces demanding laws declaring English the official U.S. language might want to

take note of the Census Bureau finding that in the next century, Hispanics will surpass Blacks as the nation's largest minority.

Demographer Leon Bouvier predicts that "for the good of society...many of us will decide that Spanish is a good language to know."

And *Megatrends* author John Naisbitt claims that in the future, we'll need three languages—English, Spanish, and "computerese." □

NEA Today March 1987
VOL. 5, NO. 6

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.66 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

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Art Direction: William J. Kircher & Associates

NEA TODAY (ISSN 0734-7219) is published nine times a year (September, October, November, December, January-February, March, April, May, June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Second class postage paid at Washington, DC, and additional mailing offices. Send address changes to NEA, 1201 16th St., N.W., Washington, DC 20036.

Telephone: 202/822-7200. Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

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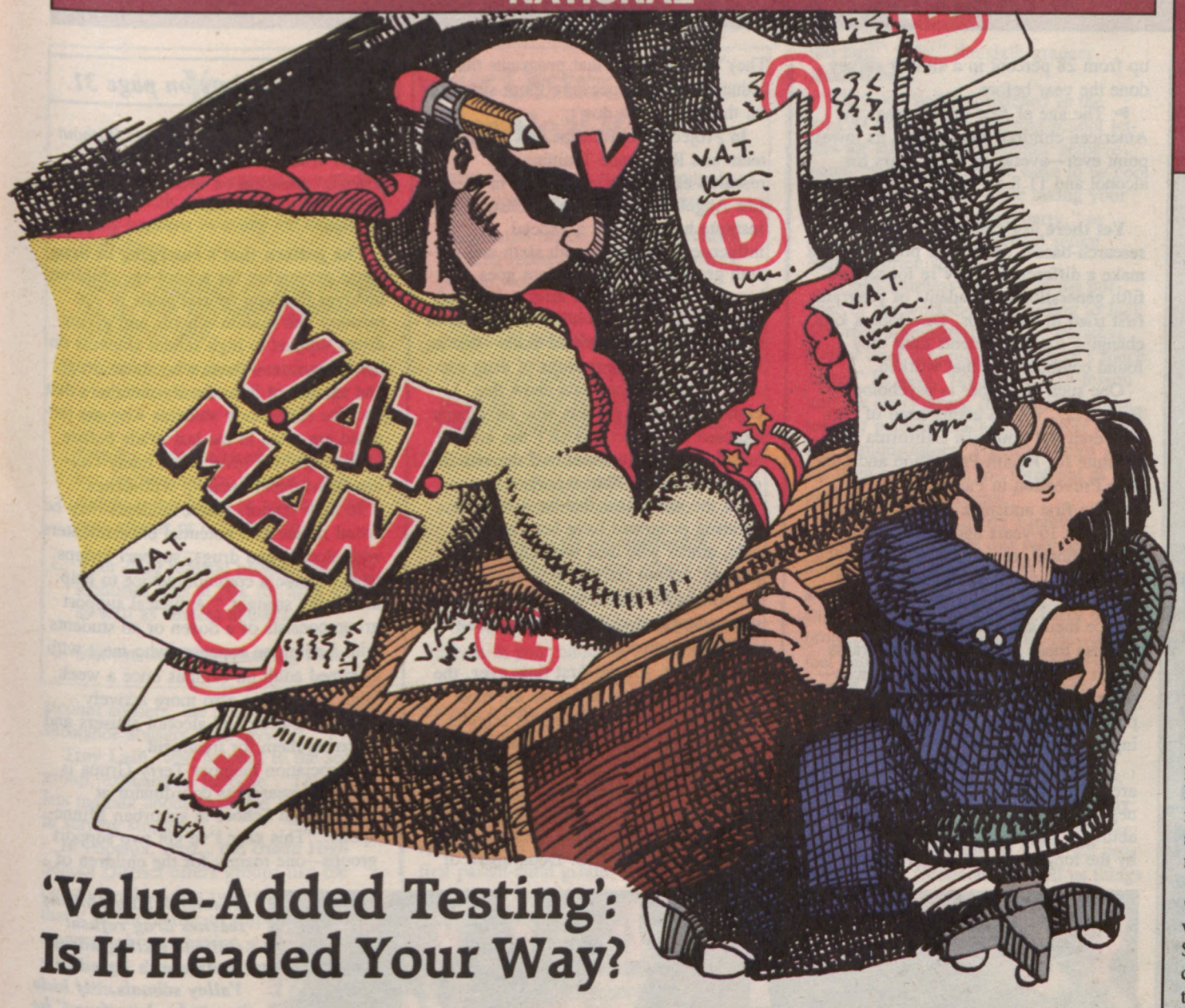


'Value-Added Testing': Is It Headed Your Way?

Student + course = student with a certain amount of *measurable* acquired knowledge ... or else. For faculty members, it's back in the hot seat again.

Would-be university reformers have found a new tool for changing higher education—and, like many earlier ideas that originated at the collegiate level, this new "reform" is likely to spread fast.

That means "value-added testing"—or VAT, as it's increasingly called—may soon become an issue in secondary and elementary schools. This prospect, VAT critics charge, promises dubious benefits and some alarming potential liabilities.

What is value-added testing? VAT is based on the simple notion that education ought to add "value"—in the form of increased knowledge—to students. Students should know more after they finish two years of college than they knew before they began their college studies.

Few would argue with that contention. But advocates of value-added testing also contend that the value "added" to students can be statistically measured. The concept is formally called the "value-added assessment of student outcomes."

The state legislators and college officials who've jumped on the VAT bandwagon maintain that the value added by education can be accurately measured by standardized tests administered to students before and after a given college experience.

More sophisticated VAT proponents insist that value-added assessment can include not just standardized tests but performance samples, essays, departmental exams, interviews, and surveys. Such assessment, they contend, can help educators determine how different learning experiences affect students—that is, it can be diagnostic.

For legislators seeking ways to limit aid to higher education, value-added testing offers a means to compare programs and a rationale for ending or lowering funding to low-rated institutions.

Alaska, Colorado, Missouri, New Jersey, South Carolina, South Dakota, Tennessee, Texas, and Utah have already begun value-added testing in state colleges or are exploring the idea.

"NEA has recently adopted a policy statement on the assessment of college students," points out Jim Davenport, chair of NEA's Standing Committee on Higher Education. "That policy calls for faculty control of such programs, which it links to adequately funded remediation classes and counseling. But above all, assessment programs like VAT should never be used to deny disadvantaged students educational opportunities."

Not all the critics of value-added testing are faculty, however. One outspoken opponent is Winton H. Manning, senior research scholar with the Educational Testing Service—the leading company in the standardized testing industry and the publisher of the Scholastic Aptitude Test. Value-added testing, Manning asserts, "implies that education is merely additive, piling more of the same ability or knowledge on top of where you started."

But higher-order cognitive learning, he points out, isn't additive. It is instead "a dynamic reorganization of component skills and abilities in new and more complex ways"—ways that are impossible to fully measure. Value-added testing, Manning adds, can end up measuring what is irrelevant to real learning.

Other VAT critics point out that an elaborate system of pre- and post-testing often won't tell any more about the "value added" to a student than scores on a final exam. In an advanced technical course, for example, a pretest is hardly necessary to show where most students get all the information they take away from the course.

But the most serious problem with value-added testing remains the way its results will be used. Advocates publicize value-added testing as a way to identify what areas need improvement in a particular educational experience—whether a single course or all four years of college. However, in a time of tight budgets, such testing is much more likely to be used to decide what programs, courses, or majors to cut.

In a state college system, for example, value-added testing could be used to decide which campuses would keep a certain school or department. Worse, VAT could also be used to determine which faculty members get tenure or are promoted.

What's the future of value-added testing?

"Eventually," predicts ETS's Manning, "people will become disillusioned and lurch on to some other fashionable panacea."

But between now and then, a lot of good programs and courses could be eliminated—and a lot of good teachers, at all levels of education, could be mistakenly penalized.

—Jane Power

News Beat

● Denying that asbestos in school buildings is still a problem, the Reagan Administration is refusing to spend $47.5 million appropriated by Congress last year to help eliminate **asbestos hazards** from the nation's public schools. The Environmental Protection Agency, taking its cue from the Reagan budget-slashers, now claims that "funds are unnecessary because prior appropriations have greatly reduced the problem." Members of the bipartisan House Energy and Commerce Committee disagree, noting that the asbestos-in-schools problem is "as critical today as it has ever been."

● The U.S. Census Bureau reports that the nation's five-year-old-and-under population reached 18 million in 1985, "the highest level since 1967." Between 1980 and 1985, the nation's **preschool**-age population grew by nearly 1.7 million, or 10.3 percent. This new baby boom, the Bureau notes, will increase demand for preschool programs and promises soon to swell enrollments in elementary and secondary schools.

● The U.S. Health and Human Services Department has requested that $12.8 million be set aside in the fiscal 1988 budget to support programs to educate the nation's schoolchildren about the dangers of **AIDS**. That's a slight increase over the $11.2 million Congress earmarked for this purpose in 1987.

● "Unless **standards** for entry are raised, the job redefined, and **salaries** increased, America will continue to have difficulty staffing its schools with adequately trained, skilled teachers," says Arthur Wise, the author of a recently released Rand Corporation study, *Who Will Teach? Historical Perspectives on the Changing Appeal of Teaching as a Profession*. The study shows that since 1900, each time teacher certification and professional development standards were raised in conjunction with salaries, teacher shortages lessened. Raising teachers' salaries and improving their image, the report added, could also help lure more minorities and women, who in recent years have turned elsewhere for rewarding careers. □

WELL PUT!

"I have yet to talk to a sergeant, a private, anyone, who says we need more missiles. We would be better off if we cut back on these missiles and better educated our children."

—Sen. Paul Simon (D-Ill.), at January hearing on proposed cutbacks in federal aid to education.

OUT OF CHAOS...

Angie Rick, a high school senior in the Minneapolis suburb of Anoka, started abusing alcohol in ninth grade when a nearby teenager at a drive-in movie offered her some beer.

Troy Lash, also a junior at Anoka High, smoked marijuana for the first time in eighth grade. He and a friend lit up inside a house that was under construction.

John Markham, a seventh grader in Montgomery County, Md., found the only kid in his new school who paid any attention to him was the one who offered him marijuana. He took it.

All three became addicted to drugs, alcohol, or both while they were high school students. Both boys have been through short-term residential recovery programs. All are lucky to attend schools that had help ready for them.

But if these three students were in elementary school now, it's possible that new preventive programs would keep them from ever becoming addicted.

Drug use among U.S. elementary and secondary students has dropped from its 1978 peak, except for cocaine. Still, *any* use of drugs by kids seems high when compared with the zero levels (excluding alcohol) of 25 years ago. A survey of high school seniors in the class of 1985 showed that 60 percent had at least tried an illicit drug, while 25 percent had used marijuana at least once in the preceding 30 days.

Unfortunately, there are signs that student drug abuse levels may be heading back up.

► Among those same seniors in the high school class of 1985, 6.7 percent were current users of cocaine, compared with 5.8 percent in the class before.

► In September 1986, 69 percent of youth in drug rehabilitation centers in eight states said they had used cocaine, up from 28 percent in a similar survey done the year before.

► The age of *first* use of drugs by American children has reached its lowest point ever—averaging 12.5 years for alcohol and 11.8 for marijuana.

Yet there are causes for hope—new, research-based, preventive programs that make a difference. They're fourth and fifth generation descendants of programs first tried in the 1970s. Developers kept changing the components until they found combinations that worked.

One such developer is psychologist Brian Flay, who is acting head of the University of Southern California's Institute for Health Promotion and Disease Prevention in Pasadena.

"The first antismoking and antidrug programs 15 years ago were purely informational, especially about the long-term negative effects of smoking and drug use," says Flay. "But kids didn't reduce their smoking or drug use because these informational programs didn't deal with the social influences—peers, family, and media—that predispose certain young people to start smoking or to take up drugs."

Researchers have found that children are more impressed with the immediate negative effects of drugs—an impaired ability to run track, for instance—than by the long-term dangers of addiction. They've also found that programs that reduce peer influences are more successful than those that don't.

In Project SMART (for Self Management and Resistance Training), a research effort now under way in the Los Angeles Unified School District, the Institute has tried out a "social influences" approach with sixth and seventh graders. The curriculum goes beyond providing mere information and uses role playing and other techniques to train youngsters in refusal skills—that is, in saying no to suggestions of drug use.

"The preliminary data show that eighth and ninth graders who have been exposed to Project SMART use alcohol and drugs at only about half the rate of other students," Flay reports.

At the same time that workable antidrug programs have become available, adults who deal with children—parents, school staff, police—have also become more assertive, virtually demanding that child and youth drug abuse be controlled.

Last year, for the first time ever, the public named drug abuse as the most serious problem facing public schools.

Parents of public school students told the Gallup poll on attitudes toward education that they overwhelmingly favor aggressive antidrug policies by schools.

At the same time, the U.S. Department of Education's publication *Schools Without Drugs: What Works* focused school officials' attention on successful programs.

See related debate on page 31.

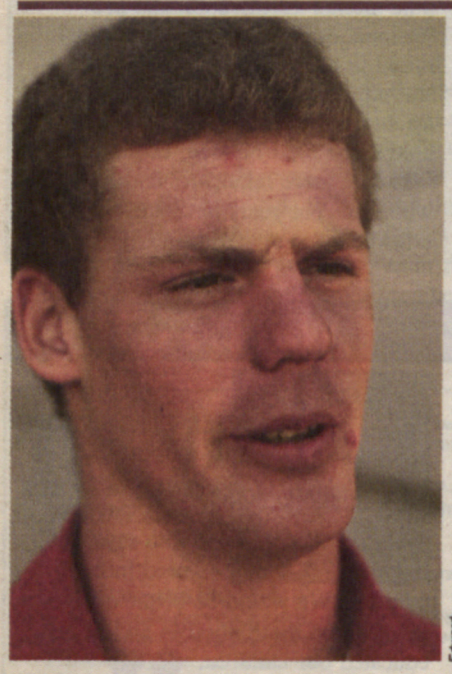
The pattern that's emerging in drug abuse prevention for school-age children involves teaching refusal skills in elementary and middle schools and giving direct support to high school students on the firing lines—those who abuse drugs and alcohol or have family members that do. The elementary students who are targeted are often in the last grade before junior high, the level when many children start experimenting with drugs.

In high school, where students may be actual rather than potential experimenters with alcohol and drugs, support groups have become a common device to help kids "stay straight." A typical support group consists of a dozen or so students with a common concern, who meet with a trained adult on campus once a week. High schools are also more actively identifying drug and alcohol abusers and referring them for treatment.

Association member Terry Grupa is chemical awareness coordinator at Anoka High School in suburban Minneapolis. "This year I've got two support groups—one mainly for the children of

Edward McCain

Trainer Walter Hollins teaches drug refusal skills to sixth graders in Arizona's Paradise Valley schools. "If kids are to be drug-free," he says, "they've got to take other risks. That means being willing to ask other kids for help, offering suggestions—which may be rejected—about group projects, refusing to be manipulated by their peers into doing something inappropriate. This training session makes them risk standing up in front of the group and saying what they've learned."



Edward

"With ALLSTAR training, I'll have techniques to use with kids who are trying to give up drugs," says Paradise Valley (Ariz.) High School senior Troy Shepherd.

DRUGS

SCHOOLS FIGHT BACK AGAINST

And in the process, they help students learn self-control.

...COMES RENEWAL

You Can Tell Your District's Drug Policy Is For Real If —

- ☐ You know what happens to a student caught with drugs—and that the same thing happens to every kid caught with drugs.
- ☐ Students suspended for drug offenses can get their suspensions reduced if they obtain help.
- ☐ You've been trained to recognize kids who use or are at risk for using drugs.
- ☐ You know the name of the staff member responsible for referring kids caught using drugs to in-school support groups or outside help.
- ☐ Your drug referral program actually identifies kids at risk for drug abuse as well as current abusers.
- ☐ Students who are returning from treatment or are at risk for drug abuse have support groups on campus.
- ☐ The central office has solid statistics on drug referrals and other evidence of rule violations.
- ☐ The drug curriculum starts at kindergarten and goes through grade 12.
- ☐ You've had training in dealing with substance abuse as a disease that requires intervention and treatment.
- ☐ Your school consciously encourages students to find healthful, drug-free activities in school and outside.
- ☐ You can name the administrators, parents, colleagues, and others on your school's drug awareness team.
- ☐ You've seen school board members at events in your antidrug program. □

alcohol abusers, the other for recovering substance abusers," he says.

Troy Lash, who belongs to the second group, explains its purpose: "The group lets me talk about problems I might have in staying straight."

In Phoenix, Ariz., the Union High School District offers groups like the two in Anoka—plus two others: a group that's an alternative to suspension for students who are having school problems with drugs, and a group for students who just want to talk.

Association member Cheryl Watkins, a health teacher on special assignment as Phoenix's chemical awareness coordinator, started the first support group, for the children of alcohol abusers, in 1982. The trigger for the program was a suicide attempt by one of Watkins' students.

"She had run out of ways to cope with an alcoholic mother," Watkins explains. "Her life was saved, but I realized the school had nothing to offer her." So Watkins acted.

Since then the four types of support group have spread to all eight Phoenix high schools, and the program has become a national prototype. Still, Watkins isn't satisfied with its scope. "One group we are not reaching," she says, "is Black males. They're least likely to join support groups.

"Also, we're trying new ways to reach parents. We've just started our first parent-child group, which will meet at night, to improve communication between generations."

In the nearby Phoenix suburb of Paradise Valley, the school district began a comprehensive antidrug effort in 1984. One of its distinctive characteristics is cross-age tutoring.

Last December sixth graders at Liberty and Desert Springs Elementary Schools had their turn at learning to say no. Their instructors were Walter Hollins of the Center for Educational Development in San Antonio, Texas, and a team of ALLSTARS—Paradise Valley high school students Hollins had trained as trainers.

It was a day-long session in assertiveness training and refusal skills. Hollins acted as cheerleader: "Is the challenge too big?" "No!" the sixth graders shouted back.

They watched and listened as the ALLSTARS—many wearing school letters for athletic and academic achievement—showed them new ways to be cool without using drugs, "like taking your own Dr. Pepper to a keg party," as Paradise Valley High School senior Randy Norton suggested.

"Consciousness-raising" is the purpose of the workshop, according to Jack Moortel, administrator of the Paradise Valley drug program. "But there's much more," he says, "including a 15-lesson unit for every grade (K-8) and a school team of parents, teachers, support staff, and administrators. The team helps keep the drug program in the forefront as we plan all school activities."

Lynn Labie, a Liberty Elementary School parent, shows one way to do that. "I advise a community service group of about 15 sixth graders," Labie explains. "They choose and carry out a project—such as visiting shut-ins—and feel happy with themselves for having done it. And of course," she adds, "we point out that you can have fun and feel good and never think of drugs at all."

Jan Chipman, attendance clerk at Desert Shadows Middle School—and a member of the Paradise Valley Support Employee Association—has noticed positive changes since the ALLSTARS program began: "Students now tell us things they wouldn't have before. Also, it's gratifying to see kids who were the wrong kinds of leaders turn around because of the program."

When schools measure the impact of antidrug programs, they look at much more than drug-related behavior. Cheryl Watkins in Phoenix notes that 62 percent of her student support group participants have reduced their use of drugs, but also that 73 percent report higher self-esteem.

Ron Harten, noting the influence of the ALLSTARS program at Paradise Valley High School, says, "Look, there are no papers on the lawn, no graffiti on the walls. And kids have learned to look into other cliques and see individuals rather than a sea of 'freaks' or 'jocks.'"

In fact, antidrug programs are part of a larger effort by school staffs to restore their control—diminished in the 1970s—over what goes on in their schools and among their students. And they're doing it by teaching their students to exercise control over their own lives.

Now that there's a way to turn the drug problem around in many schools, is there the will to do it everywhere? Money for workshops, trainers, and materials will be a problem. In its proposed budget for next year, the Reagan Administration has already cut in half the $200 million earmarked for school drug programs in the Drug-Free Schools and Communities Act of 1986, passed only last fall.

Still, the Department of Education—joined by NEA and 13 other national organizations—has kicked off phase two of its antidrug effort, called Schools Without Drugs: The Challenge. The program invites every school in the country to make a written commitment to a plan for becoming drug-free.

Which is a crucial effort. Now is the perfect time to commit citizen time and tax money to driving the drug culture out of our public schools.

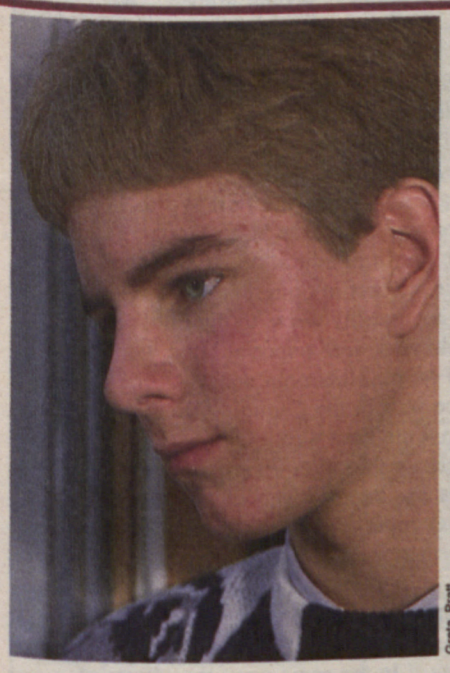
—Nancy R. Needham

New and Valuable

Building Drug-Free Schools. A K-12 drug abuse prevention kit (with pieces available separately) consisting of policy, curriculum, and community guides plus film/video titled *Three Schools: Drug-Free.* Write for flyer. American Council for Drug Education, Dept. NEA, 5820 Hubbard Dr., Rockville, MD 20852.

How Schools Can Help Combat Student Drug and Alcohol Abuse. Richard L. Towers. 1987. The latest on antidrug programs and teaching materials. 224 pp. $11.95. Stock No. 3291-8-00-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Schools Without Drugs: What Works (the book), U.S. Department of Education. Free. 800/624-0100. **Schools Without Drugs: The Challenge** (the program), U.S. Department of Education, Washington, DC 20202.



Greta Pratt

Anoka, Minn., high school junior Troy Lash: "Friends involve you in drugs, but different friends help you stay free. I'm lucky to have a couple of good friends now."

Edward McCain

Karen Perkins, J.J. Garland, and Kim Meisinger—all sixth graders at the Paradise Valley district's Liberty Elementary School in Scottsdale, Ariz.—learn they can keep their friends and and yet stay out of trouble just by thinking up a hundred ways to say no with a smile when somebody comes up with a bad idea—like using drugs.

Edward McCain

"ALLSTARS has made me change my role," says Ron Harten, ALLSTARS adviser at Paradise Valley High School. "I'm much more open with students than I once would have been."

HUMAN RIGHTS

¿Inglés Solamente O Inglés y Más?

English-only or English-plus? That's the question now being debated in several states and considered by some members of Congress.

Californians voted heavily last November for a ballot initiative to make English the state's "official" language. *Inglés solamente* (English only). In other words, 73 percent of California voters opted to bar Spanish and other "foreign" and "immigrant" languages from the conduct of official business.

They did so because of racial prejudice or because they feel threatened by the growing numbers of non-English-speaking Americans and immigrants. There's the dollar threat, too—the cost of the services required to help non-English-speakers move into mainstream America (services like bilingual telephone operators on the emergency 911 numbers, bilingual public service messages on radio and TV, and bilingual education, ballots, court interpreters, and street signs).

The current drive to get English recognized as our nation's "official" language began in 1981, when S.I. Hayakawa, then U.S. Senator from California, introduced a congressional proposal for an "English language amendment" to the U.S. Constitution. The amendment has been reintroduced as a joint resolution in each succeeding Congress but has never received action. Sponsors in the new 100th Congress will be Sen. Steven Symms (R-Idaho) and Rep. Norman Shumway (R-Calif.).

Hayakaya is now honorary chair of U.S. English, the organization he created in 1983 with Dr. John H. Tanton, a Michigan ophthalmologist, to make "English only" a reality. On the state level, U.S. English has been successful only in California and Indiana, whose legislature passed a similar law in 1984.

While the publicity about Indiana and California has implied that the U.S. English movement is a national groundswell, the movement has been successful in only two other states—Georgia (1986) and Tennessee (1984). It had nothing to do with the nation's four other English-only state laws. Virginia's law was passed six years ago; those in Illinois, Kentucky, and Nebraska have been on the books for over 60 years.

The English-only debate is nothing new. In fact, it predates the founding of the U.S.

In the first edition of *Observations on the Increase of Mankind*, in 1775, Benjamin Franklin wrote, "Why should the Palatine [German] boors be suffered to swarm in our settlements and, by herding together, establish their language and manners to the exclusion of ours? Why should Pennsylvania, founded by the English, become a colony of *aliens*, who will shortly be so numerous as to germanize us instead of our anglifying them?"

A short time later the Continental Congress, needing the support of German-Americans, published a German translation of the Articles of Confederation: *Artikel des Bundes und der immerwaehrenden Eintracht zwischen den Staaten*.

And later, in the 1840s, Ohio explicitly sanctioned German-English schools. A substantial bilingual school system grew up in Cincinnati.

In 1869 Wisconsin authorized foreign language instruction to attract Norwegian students to the public schools. New Mexico did the same for Spanish students in 1884. (California permitted the establishment of separate schools for Native Americans, Chinese, Japanese, and other "Mongolian" students until 1947—but to segregate them and keep them out of the public schools, not to give the students special assistance.)

All this changed at the time of World War I, when 21 states enacted laws to make English their official language and to bar the teaching of other languages—particularly German—in schools. The U.S. Supreme Court declared these laws unconstitutional in 1923 in *Meyer v. Nebraska*.

Yet, despite the use of "foreign" languages in public documents and in the schools, at no time did German, Norwegian, Spanish, or any other language ever become an "official" language of the United States. At no time did the encouragement of those languages interfere with the use of English. And at no time did the nullification of state English-only statutes diminish the use of English.

—Mary Faber, NEA Human and Civil Rights

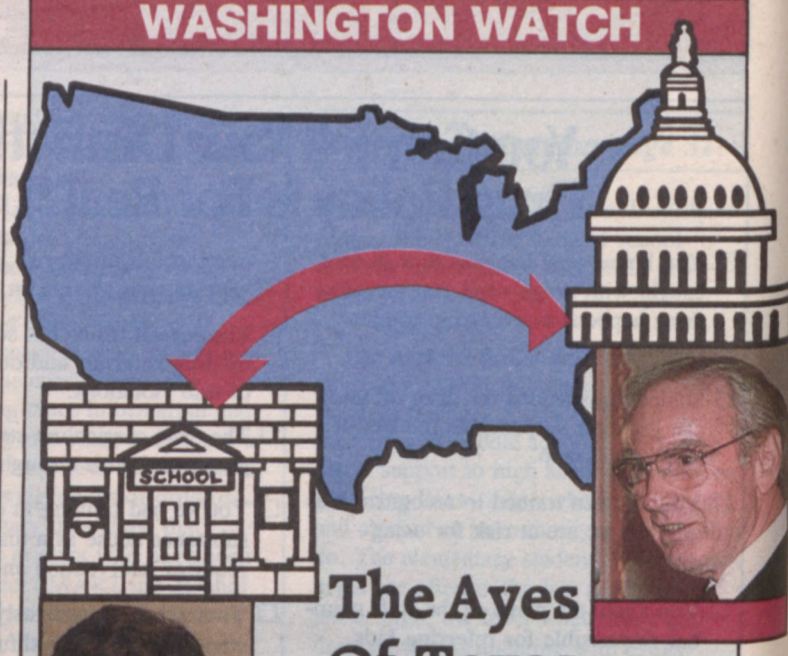
Resources

Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. "Bilingual Education and Equity," a special double issue of the CIBC *Bulletin* (vol. 17, nos. 3 and 4, 1986) is available for $3.50 plus 50¢ handling.

Mexican American Legal Defense and Education Fund, 1430 K St., N.W., Suite 700, Washington, DC 20005. (Free information packet about English-only efforts.)

Wagner, Steven T. "America's Non-English Heritage." *Society*, vol. 19, no. 1, Nov./Dec. 1981, pp. 37-44. (Available at most university and many public libraries.)

WASHINGTON WATCH



Ed Cuthwell

The Ayes Of Texas

When Texan Jim Wright, newly elected Speaker of the U.S. House of Representatives, succeeded retiring Speaker Thomas "Tip" O'Neill of Massachusetts, he continued a tradition that goes back 47 years.

Ever since 1940, the Speaker of the House has been from either Texas or Massachusetts (except for a six-year stint in the 1970s by Carl Albert of Bugtussle, Okla.)

Wright has great admiration for Texan Sam Rayburn, the legendary congressional leader who presided over the House three separate times between 1940 and 1961. Wright pointedly scheduled his swearing in as Speaker to fall on Rayburn's birthday.

Wright also has high regard for another Texan, third grade teacher Charlene Bice of Fort Worth. Bice was among the longtime Wright supporters the Speaker flew in from Texas for his swearing in. Bice has worked for Wright's campaigns since his first election in 1954.

Bice is one of some 1,300 members of the NEA Congressional Contact Team—the Association's grassroots member lobbying effort. And over the past five years as a CCT member, Bice has built a strong working relationship with Speaker Wright and his staff.

Education is a key element in the new House Speaker's agenda. As the spokesperson for the Democratic response to January's State of the Union Address by the President, Wright stated emphatically that public education is and ought to be a crucial part of our national goals.

"Education is the fuel that runs the locomotive," Wright said. "And the 100th Congress is determined to restore education to its rightful place at the pinnacle of our national priorities."

Wright called the President's proposals to abolish vocational education and to reduce postsecondary student assistance to three million young Americans "unilateral disarmament."

"However splendid our weapons," Wright argued, "we won't be first in defense—or first in trade—if we settle for second best in education."

Wright's commitment to public education is a product of his national vision—and his desire to serve his constituents.

"You want members of Congress to think of you and of your Association whenever they think of education," says Charlene Bice. "We want Jim Wright to think of the Fort Worth Classroom Teachers Association and the Texas State Teachers Association every time he thinks of education. If we can make that happen, we'll have his support in Congress when we need it."

Bice's third graders, who recently wrote to the Speaker to congratulate him on his election, feel a special bond with him since their teacher posted on the classroom wall a saying Wright keeps on his office wall in the Capitol: "Don't tell me why it can't be done. Show me how it can."

Bice's long-standing relationship with Wright does enhance her access to him, but she has strong words to say about maintaining ongoing communications with those on whom the Speaker depends for information. "The staff back home in the congressional district can help as much in promoting your issue as anyone else," she explains.

Wright has referred to education as "the most important pillar of our national security." In the same way, the efforts of hundreds of CCT members such as this third grade Fort Worth schoolteacher are the base that keeps that pillar strong.

—Michael Pons

State Side

SOUTHEAST

The oil bust has brought hard times to Louisiana's public schools. Trying to live with 10 percent cuts in state education funding, many school districts have reduced student services—and some are planning shutdowns.

Many Louisiana districts have cut salaries, which already ranked 45th in the nation with starting pay at $12,171. Teachers are beginning to leave for states with better pay.

Those who remain are preparing to fight back. Half of the Louisiana Association of Educators members polled in late January said a statewide strike would be in order.

As we go to press, the LAE Executive Council, which filed a suit in November contesting the constitutionality of the state cuts, is preparing a one-day job action for late February if the governor doesn't restore at least half the lost funds.

WEST

In every state capitol in NEA's nine-state Western Region—where the key farming, oil, and mineral industries are in recession—the main activity this year has been budget cutting. Educators have a special fear about state budget cuts: that they'll kill off education reform.

In Texas the 1984 reform act called for three relatively expensive reforms over several years: class-size reductions, career ladders for teachers, and prekindergarten. Now the state government faces a projected deficit of $5.8 billion for the two-year period 1988-90, and the Texas State Teachers Association anticipates a fight to keep the three reforms intact.

In New Mexico the legislature never funded the class-size reductions it mandated in 1985. Nor is it likely to now that it must cut $147 million from the current year budget.

Class-size reductions and other reforms are also on hold in Oklahoma, where education took a 10 percent cut in this year's state budget.

In Utah, a pioneer career ladder program coexists with the worst teacher-pupil ratio in the country. The legislature cut education a total of 5 percent this year—leaving class size as is and forcing districts to make choices—which, in many cases, went against career ladders.

Many policymakers in the West would rather raise taxes than cut expenditures to make future budgets balance. In Wyoming, there's also talk of restructuring the state tax system to make it less dependent on taxes on the extractive industries, which provide 72 percent of school monies.

NORTHEAST

In Connecticut, teacher sal- aries are headed up—up to $50,000 in some communities, thanks to a new and innovative state aid bill that the Connecticut Education Association lobbied into law last summer.

Since the law's enactment, some 75 CEA locals have bargained annual salary increases that average 12 to 15 percent.

Minimum teacher salaries will go to $20,000 over the next several years in all the Connecticut school districts that have opted to take advantage of the new state aid program.

The $375 million "education enhancement" package equalizes the widely divergent ability of Connecticut communities to pay higher teacher salaries, compensating for inequities in wealth through a carefully crafted formula that rewards towns with additional general aid funds if they boost teacher salaries.

MIDWEST

It was just a year ago that the Iowa State Education Association and the Iowa Association of School Boards were at odds with Gov. Terry Branstad over his plan to freeze education funding. Now both are praising the governor's $100 million teacher salary package.

"Our unstinting efforts to work together with school board members, administrators, and concerned parents are beginning to pay off," says ISEA President Ken Tilp.

The governor's aid plan calls for $9 million to raise Iowa's beginning teacher salary to $18,000 by next school year, $38.5 million for across-the-board raises or mutually agreed-upon increases for all other current staff members, and $50 million to be used as an "excellence fund." How that fund is distributed will be up to local teachers and districts, aided by a citizen's committee.

The monumental task of getting the plan through the legislature still lies ahead.

MID-ATLANTIC

Public education issues may fare better in the new Maryland legislature that convened in January, if five newly elected Association members have anything to say about it.

The five teacher-legislators are Prince George's County Educators President Paul Pinsky and Prince George's elementary principal Ulysses Currie; Montgomery County special education teacher Hank Heller; Baltimore high school voc ed assessor Frank Boston; and retired Allegany County math teacher Betty Workman.

"Private industries have had advocates in the legislature for a long time," says Pinsky. "I think it's about time 'real people' had an advocate—someone who'll fight for important needs like education on a full-time basis."

PACIFIC

The continuing saga of Oregon school closings had a new chapter added when yet another school district closed this winter as funds ran out.

Since 1976, nine school districts have simply closed when funding has dried up. Oregon law prohibits public institutions from operating with a deficit.

Oregon's 306 school districts typically receive 50 to 70 percent of their funding from local property taxes. And voters in each district must either approve these funds via annual operating levies or else give the district authority to raise taxes.

Most closings occur in districts whose voters have said no to annual levies. In Estacada, where schools closed Dec. 5, it took five tries to win voter approval of a new levy that allowed the schools to reopen in late December.

Oregon schools' dependence on local property tax collections, coupled with shortfalls in state funding (Oregon has no state income tax or sales tax), has produced an annual casualty list of closed schools.

"It took seeing kids on the streets before Estacada voters approved a budget," notes Oregon Education Association President Sandy Ellis. "When do we say 'enough is enough'?" □

THE COMPUTER INVASION

Students Per Microcomputer: 50, and Dropping

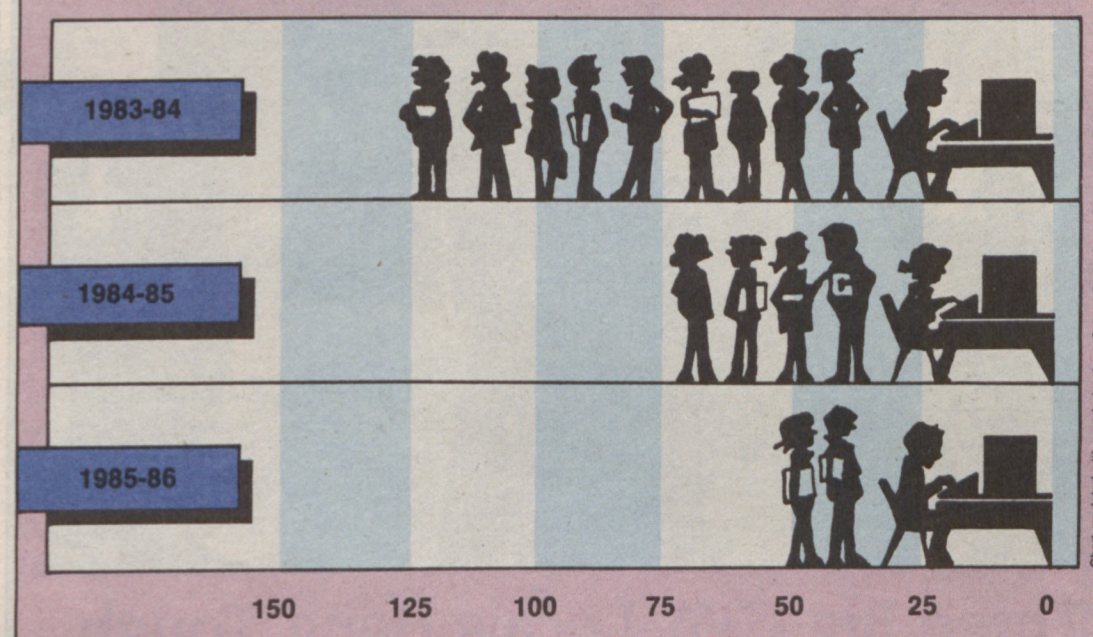


Chart reprinted with permission from *School Tech News*, Carmichael, Calif.

There's good news on the school computer front.

Three years ago, there were 125 students for every microcomputer in the nation's public schools. Two years ago there were 75, and by last year just 50.

The figures were compiled by Quality Education Data (QED) of Denver, Colo., a research company specializing in gathering information on elementary and secondary schools.

The lower the number of students per micro, QED points out, the greater the opportunity for meaningful hands-on time for students—and the greater the need for good software.

In 1985-86 there were 800,000 computers in schools serving 39 million students. But that nationwide average "computer density" belies some rather significant variations from state to state, as shown in the table below. □

STUDENTS PER MICRO, BY STATE

Alabama	64.5	Kentucky	58.2	North Dakota	45.4
Alaska	17.3	Louisiana	83.6	Ohio	62.5
Arizona	44.9	Maine	56.2	Oklahoma	51.1
Arkansas	60.0	Maryland	56.1	Oregon	35.4
California	61.1	Massachusetts	44.4	Pennsylvania	55.8
Colorado	34.7	Michigan	50.7	Rhode Island	21.2
Connecticut	39.3	Minnesota	29.6	South Carolina	57.3
Delaware	59.7	Mississippi	76.8	South Dakota	34.1
District of Columbia	41.3	Missouri	62.8	Tennessee	58.2
Florida	42.1	Montana	44.5	Texas	50.3
Georgia	75.2	Nebraska	40.1	Utah	47.8
Hawaii	86.2	Nevada	47.9	Vermont	47.9
Idaho	54.8	New Hampshire	66.5	Virginia	57.8
Illinois	54.6	New Jersey	50.8	Washington	38.5
Indiana	40.2	New Mexico	35.8	West Virginia	43.4
Iowa	45.7	New York	60.2	Wisconsin	48.6
Kansas	43.3	North Carolina	55.1	Wyoming	29.9

Local Look

NEVADA

Community interest in teacher bargaining was high this past year in Clark County (Las Vegas)—and no wonder. Many of the proposals on the table were suggested by business and community leaders. It was all part of a strategic campaign by the Clark County Classroom Teachers Association.

First CCCTA spread the word about school problems and successes through a monthly community newsletter, followed by a slick brochure on the key concerns of the Association's 3,700 members.

Then teachers asked business owners and community leaders to offer their solutions. The result? CCCTA proposals for tuition reimbursement, lower class size, and longevity and Step 1 bonuses—all backed by the community.

That backing came in handy during the 10 months of actual bargaining, when the school board attempted to conceal funds and attacked CCCTA in the district newsletter.

In the end, CCCTA was able to win some important new gains and improve its position with the public as it opens another round of bargaining this month.

MARYLAND

To help alleviate a predicted teacher shortage next year, the Teachers Association of Baltimore County (TABCO) and the school board have designed a unique incentive plan aimed at keeping veteran teachers.

The program—to be phased in completely by next September—will give teachers with at least a satisfactory rating more say in how their schools function. They'll help arrange class schedules, set school goals, and evaluate programs. They'll also have access to more clerical help and better classroom equipment. Individual teachers who make outstanding contributions to their schools and/or students will receive special honors from their schools and local businesses.

"Teaching—unlike most professions—doesn't have a lot of solid perks," notes TABCO President Steve Sirkin. "We hope this program will provide the positive reinforcement so often missing."

ARKANSAS

In the central Arkansas town of Des Arc, you can "adopt" a student for $135.

Parents are doing it, local industries are doing it, and the bank has offered matching funds. If everybody chips in, the district's 725 students will be able to finish the school year.

That will put Des Arc ahead of some 70 other Arkansas districts expecting to go out of business several months early.

"The people here have really pulled together," says Des Arc Education Association President Gloria Ballowe. "Our school board has done everything it could. But there've been two big cuts in the state budget, and our local economic situation is bad."

Ballowe expects citizens to raise their tax rate from 19 mills to 25, but that will barely get the district through next year.

"I think they've decided they can afford the millage more than they can afford to close the town," says Ballowe. "And without schools this town will just dry up."

In late January, Des Arc citizens chipped in for the fuel to send seven buses full of high school students, teachers, and other community members to Little Rock to tell the legislature their schools—and all Arkansas schools—need help, fast. Backed by the Arkansas Education Association and the state school boards and school administrators groups, they sold lawmakers on an education budget $150 million more than the governor's proposal—although the money still must be found.

WISCONSIN

Faculty at the Nicolet College and Technical Institute have voted to become the Wisconsin Education Association Council's newest Vocational Technical Adult Education (VTAE) affiliate.

Last fall's 49-19 vote signals the end of Nicolet's unique position as the only nonbargaining faculty in the 16-district VTAE system.

Bill Peshel, now president of the Nicolet Faculty Association-WEAC, chaired the recently dissolved faculty assembly, which had served as the faculty's collective voice.

"If the district's administrator didn't accept the assembly's salary proposal," Peshel recalls, "we went back like little sheep and refigured it to suit him. We were at the whim of the district director—and powerless over decisions that affected our professional lives."

The new WEAC affiliate is now constructing proposals for its first bargaining session.

MAINE

In Freeport—home of L.L. Bean—the Association has fought off an attempt by the school committee (school board) to strip its 80 members of contractual rights they've had for 15 years.

The formerly "cordial" school committee's sudden unwillingness even to talk about key contract provisions kept negotiations dragging on for some 13 months.

A factfinder's report and community support garnered by the Freeport Teachers Association finally turned the situation around. The school committee agreed to negotiate class size (to be kept to 25) and academic freedom. The new contract extends teachers' protection from being discriminated against for their religious or political views. It also extends their right to grieve involuntary transfers.

"With professional rights at stake as never before, teachers were simply not going to give in," says Association President Susan Smith. □

MARCHING IN CALIFORNIA

Tom La Barbera

Three Big CTA Locals Hang Tough

Thousands of California teachers are at loggerheads with their districts, prompting strikes in Compton and Sacramento and massive picketing in Los Angeles.

Most of the Compton Education Association's 1,400 members have joined periodic one-day shutdowns since November and shut down schools entirely for the month of January.

Although Compton is Los Angeles County's third largest district, its teachers are the county's lowest paid. Association President Pat Ryan, a teacher in the district for 28 years, says CEA's demands, if met, would merely bring teachers up to the pay level of surrounding districts.

Meanwhile in January, some 1,700 members of the Sacramento City Teachers Association went on strike in an effort to get stalled talks moving again.

But the school district challenged the legality of the strike in court. At press time, Association President Jim Harlan was waiting for a decision.

Back in L.A.—the nation's second largest school district—members of the United Teachers of Los Angeles and their supporters have picketed at more than 600 schools during recent weeks.

At issue are class size, a bilingual program, union rights, the Urban Teachers Program, and salaries and benefits. UTLA is demanding pay hikes of 10 percent or more for the city's 32,000 teachers, while the district is offering just 7 percent. □

Lloyd Roberts

Above: United Teachers of Los Angeles members picketed 600 schools this winter, pressing their demands for better salaries and treatment from the nation's second largest school district. In late January, more than 8,000 teachers rallied at district headquarters in downtown Los Angeles.

Left: Frustrated Compton teachers strike for pay raises.

Meet:

Bill Waugh

Bill Waugh

Deborah Baker

Teaching with Vision

Debra Baker has been blind since birth. She's taught visually impaired students in Springfield, Ohio—some 30 miles northeast of Dayton—for the past eight years.

Baker cochairs the Springfield Education Association's negotiations committee and serves on its Teacher Education and Professional Standards Committee, which raises money for and offers scholarships to undergraduate education majors. At the national level, Baker is a member of NEA's Resolutions Committee.

Her seven-student classroom has the flavor of a one-room schoolhouse. While Baker shows one child how to use an abacus and a Braille writer, the teacher aide might help another add figures on a large chalkboard. Other students then work individually, some on vocabulary lessons with devices that enlarge print; others with pen or pencil, pressing their noses close to the paper.

Occasionally they come together for a group lesson, such as the one that NEA Today *staffer Diane Dismuke happened upon when she visited Baker's classroom this winter. After painstakingly measuring various objects by feeling the indentations on a ruler, the class got carried away and dropped to the floor, giggling, as they measured the nose and tail of Gabby, Baker's friendly Seeing Eye dog.*

Do your students come from throughout the district?
My current school, Highlands Elementary, and a nearby high school serve as county centers for instruction of the sensorially handicapped, from pre-kindergarten through grade 12. Besides my students, some 20 hearing-impaired youngsters also come here. The school's total enrollment is about 500.

This year my students range in age from 7 to 12. All have some degree of sight. I've taught youngsters as young as 3 and as old as 16.

Does being blind give you any advantage in working with these students?
It gives me the ability to relate experientially to what they may encounter, particularly in a job search. I think that perhaps without realizing it, J.Q. Public Employer expects 210 percent from anyone who functions compensatorily in any way. It's discrimination, but I don't know how we get around it. Half the battle is getting both employer and employee to admit that it happens. After that, we need to deal with it on an individual basis.

If I give these children nothing else, I'd like to teach them pride and self-esteem and dignity in their own position. I've told them straight out: I don't want to pay tax dollars to support you on the welfare role. If you're physically incapacitated, that's one thing, but if you don't try to get a job, that's another.

I think perhaps my own experience can be an advantage but also a disadvantage because I put a great deal of pressure on them. I don't perceive my attitude as being cynical; I think it's realistic.

What made you decide to become a teacher?
I had *the* most wonderful English teacher in junior high, and my first love was English grammar and all kinds of literature. I wanted to impart those feelings to someone. I love children. Also, I think I have good interpersonal skills and an extra sensitivity toward the young.

How do you mean?
I can think like a child, which is what you have to do in order to phrase your language when introducing a new vocabulary word to these children. For example, you have to start by using words with which they're already familiar, and keep it simple. Voice inflections also make a difference, since they don't see facial gestures.

When I was a student, even teachers who were experts in teaching blind and visually handicapped students weren't verbal enough for me. I always craved a chance to rephrase what they said. So I often ask my students to paraphrase for me. That way I know whether or not they understand.

Where did you go to school?
I attended the Ohio State School for the Blind from kindergarten through ninth grade. I was able to spend my high school years in a public school—Whetstone High School in Columbus—because it had a liaison teacher from the School for the Blind.

My undergraduate degree in English communication is from Ohio State University, and I have an M.S. degree in special education of the visually handicapped from the University of Texas at Austin. I'm certificated to teach high school English communication, which encompasses English, speech, drama, and journalism, and I have an endorsement to teach K-12 remedial or developmental reading. Eventually, I'd like to teach nonhandicapped students.

When you studied literature, did you read in Braille or listen to tapes?
Mostly I used tapes. I read a few things in Braille, but Braille is very costly to produce. And it's becoming obsolete because more and more visually impaired people are able to read print—either enlarged print or with the help of special aids like Vistek.

I teach Braille to some of my students because certain types of print are more fatiguing than others; I like to give them the option of using Braille. There are pictures in Braille books, but people tell me they're not as enjoyable as print pictures.

Do you prefer the use of a term like "visually handicapped" to "blind"?
I prefer a differentiation between the two. "Legally blind" is an all-encompassing term, but I think "visually handicapped" adds dignity to those students who have functioned as blind but really have untapped vision that can be stimulated. The problem was that for so long they didn't know that what they were perceiving was sight.

So I tell all my students that they're visually handicapped, and I usually refer to myself as being blind because I perceive only light and dark. Technically, blind people perceive only darkness.

How do you give tests and grade papers?
Sometimes I use tape recorders, but mostly I give oral or written exams. Volunteers come to my home four nights a week and weekends to help grade the tests of those students who can write. I find the volunteers through church groups and recommendations from neighbors. I love it when retired teachers help me—they're so efficient and competent. I have one now who keeps saying she can't believe she's voluntarily doing this again after 25 years of always *having* to.

Are any of your students mainstreamed?
At one time or another, all of them are in a class with students who have vision. But it's always a situation with a stilted structure, and my kids haven't had many opportunities to interact with and really get to know sighted students.

Ideally, I'd like to have a reverse mainstream concept, which isn't widely accepted—and probably isn't even legal. But why can't normal students come in small groups to my classroom? Then they would get to know my kids and be more aware of their unique problems.

Some of my kids have such poor sight that they only see a piece of a face at a time; it's hard for them to recognize anyone from a distance unless that person speaks first. So my students seem unfriendly to kids with vision.

Also, visually handicapped folks are greatly affected by glare; my kids' vision might change from day to day. This is confusing to sighted students.

Your Labrador retriever seems right at home with the kids. How long have you had her?
It will be seven years in July. And note, please, that Gabby is female, as are most guide dogs. Female dogs are more dependable; they're better workers than males, they can concentrate longer, and they're generally less aggressive.

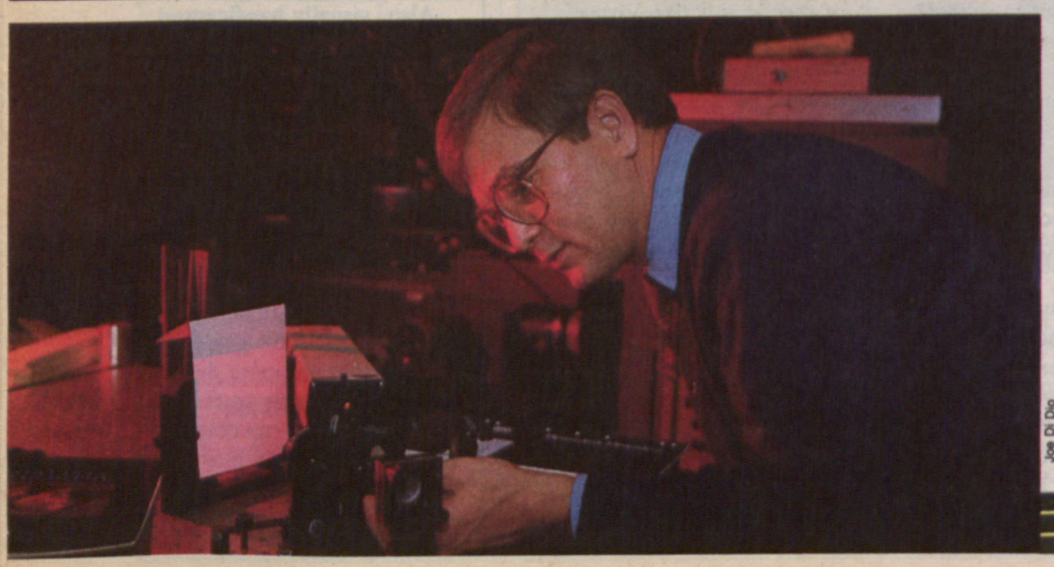
Chalk up another point for women's lib! □

SUPER SCHOOLS ...

Joe Di Dio

Most observers agree the nation's pool of math and science talent is drying up. The question is how can schools train more and better students to meet the challenges of the high tech age. Several states believe they've found the answer.

Joe Di Dio



Joe Di Dio

Top photo: Some 40 computer terminals provide Virginia tech school students ample opportunities to work on class assignments or independent research projects.

Center: A complete TV production studio allows teacher Cheryl DeVincentis to give Thomas Jefferson students hands-on experience.

Left: Teacher Jim Rose aligns the school's laser, a $3,000 piece of equipment donated by a local business.

Welcome to high tech heaven...for high school kids. A lab where science students can align their prized laser in total darkness. A lab where a sophomore can study what (if anything) happens to a common houseplant when it's subjected to heavy doses of ultraviolet rays. And a computer room where as many as 75 students at a time can learn and apply the principles of computer technology without waiting all day for a terminal.

Welcome to a place for high school students to theorize, hypothesize, create...and dream. Welcome to the two-year-old Thomas Jefferson High School for Science and Technology, in northern Virginia's Fairfax County.

This is the place that officials of the nation's 10th largest school system (130,000 K-12 students) have chosen for a bold educational experiment. It's home to some 850 freshmen and sophomores and about 50 seniors. It's loaded with millions of dollars worth of state-of-the-art science and technology equipment, staffed by a specially selected team of teachers, and open to the cream of the county's crop of math and science students.

Its purpose? "We recognized there is a critical need to train more students in the math-science-technology fields," explains principal Ray Volrath. "We felt that a specialized school—not a vocational school, but an academic school emphasizing math, science and technology—would attract kids with bright minds, highly motivated kids who are looking for a challenge."

Though only in its second full year of operation and still evaluating its programs, the school—which eventually hopes to enroll some 1,600 students in grades 9-12—already seems to have hit its stride. Many of the 80 or so staff still speak of feeling their way through the first 18 months of this brand-new experience—experimenting, dropping and adding courses, opening formerly sophomore courses to freshmen, and fine-tuning labs.

Association faculty rep Rich Slivoskey, a math teacher at the tech school since its inception, says not everyone outside the "family" accepts the school's mission, "and some quite frankly hoped we would fail." Slivoskey adds firmly, "We haven't, and we won't."

Technology department chair Barbara Larson reports the new school has produced some unexpected results. "The peer support is really uncommon," she says. "Students in many informal ways offer each other encouragement."

Students are admitted on the basis of test scores, grades, school activities, and other criteria. There are already 1,300 applicants for the 400 freshman slots to be filled next year.

For sophomore Jason Hintz, the tech school simply offers more challenges than a traditional high school. "I really haven't seen much competitive pressure among students," he adds, "though some kids put pressure on themselves."

A typical student's schedule is rigorous: 25 credits are required here for graduation (as compared to the 20 credits required of all Virginia high school graduates and the 22 for the state's high school advanced diploma program). Specifically, Thomas Jefferson requires four credits each of math, science, and English, three credits each of a foreign language and social studies, two credits each of technology courses and physical education, and one credit of computer science, math, science, or fine arts/humanities electives.

If there's one characteristic that sets the tech school apart from most high schools it's the 10 laboratories, where students can use the latest high tech equipment—some $3 million worth—all donated by local business and industry. The contributors—Honeywell, IBM, AT&T, Hazelton Labs, Atlantic Research, TRW, Gould, Hewlett-Packard—have donated not only the latest high tech gear—satellite dish, a complete television production studio, three dozen computer terminals linked to two mainframes, a laser—but also the talents of their own employees to help train teachers in the intricacies of the hardware.

The 10 labs specialize in life sciences and biotechnology, computer systems, energy and engineering science, materials science, telecommunications, engineering graphics and computer

... SUPER STUDENTS

drafting, microelectronics, industrial automation, chemical analysis, and optics and modern physics. All 10 complement regular classroom instruction.

Will all this emphasis on math, science, and technology produce a crop of "nerds"—students technically proficient yet lacking the necessary humanities, arts, and general social skills?

Student activities coordinator Dale Rumberger doesn't think so. He points to the school's activities program as but one example of its interest in and dedication to providing well-rounded education for this talented group of kids.

The activities—all scheduled during the day's final (ninth) 45-minute period—would be considered extracurriculars at any ordinary school. But at TJ, students must choose from a yearly menu of some 90 activities, notes Rumberger, ranging from traditional sports, yearbook, chorus, drama, debate, and band through video and ham radio clubs to aeromodeling, great books seminars, astronomy, and sculpture. Some ninth periods are also set aside for students to work on independent research projects.

Almost three-fourths of the students come from Fairfax County, the rest from six neighboring jurisdictions. The countywide school district finances and administers the tech school, which as one of the governor's five regional magnet schools gets $300,000 this year in state funds for its $6.5 million operation.

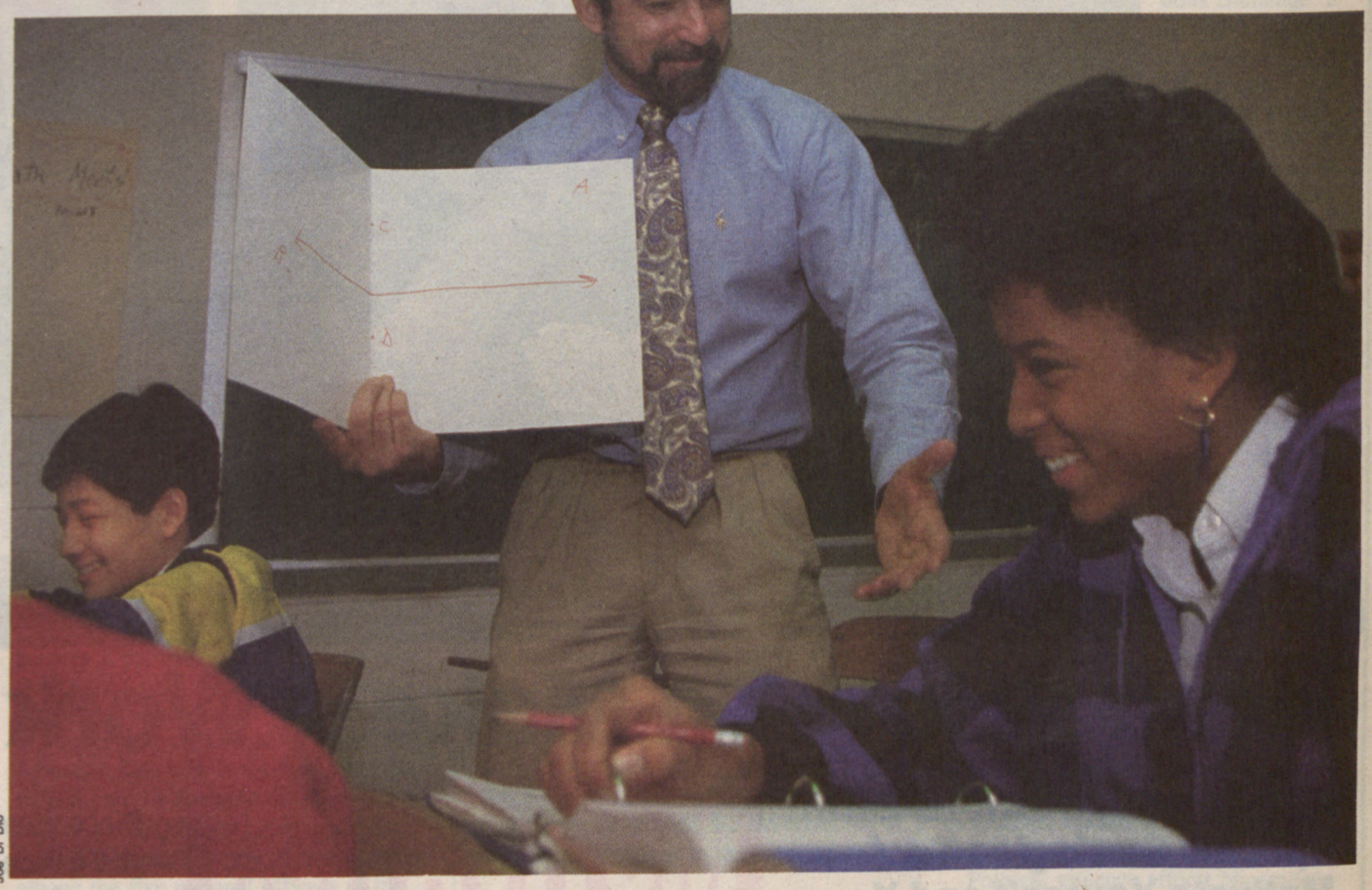
Currently, students share some facilities with "regular" students of Thomas Jefferson High School. Next school year, tech students will have the school plant all to themselves, as the regular kids move to a nearby high school.

When officials began selecting the tech school faculty, they decided to open the application process to teachers outside the Fairfax County system. The majority of the current teaching force, however, formerly taught at other Fairfax high schools. Department chairs came on board a full semester ahead of the school's official opening date, to work on curriculum and to strengthen ties with local business groups.

Judging the school's long-range effectiveness won't really be possible until its graduates go on to higher education—maybe not until even later, when they enter their chosen professions. Short term, students like sophomore Carrie Chan are finding the school "both demanding and rewarding."

Adds principal Ray Volrath: "Our school's still new, but that's what makes it so exciting—our potential is so great. Here we've got some of the area's most highly motivated students, some of the best equipment, and—most important—we have the teachers to make it all work."

—Bill Fischer



Joe Di Dio

Thomas Jefferson math teacher Rich Slivoskey emphasizes content but throws in an occasional one-liner or anecdote.

Three States Opt for High Tech Boarding Schools

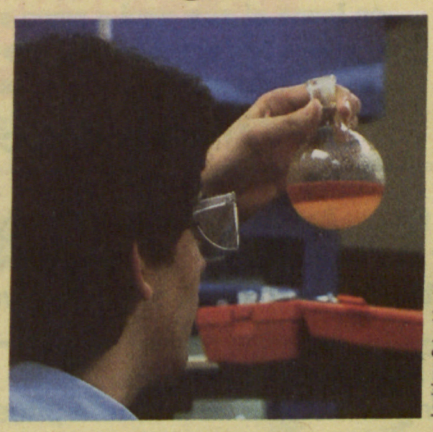
Unlike Virginia's Thomas Jefferson High School for Science and Technology, which receives little state support and draws all its students from Fairfax and nearby school systems, North Carolina, Illinois, and Louisiana have established state-funded high tech public boarding schools, enrolling students from across each state.

The North Carolina School of Science and Mathematics was founded in 1980 as the brainchild of then-Gov. James B. Hunt. It exposes some 450 juniors and seniors to a rich diet of specialized math and science courses blended with the traditional humanities and arts education.

The school is perfectly situated to draw on the state's finest universities—the University of North Carolina in Chapel Hill, North Carolina State University in Raleigh, Duke University in Durham—and dozens of corporations, many of them centered nearby in the area called the Research Triangle. Its corporate connections are confirmed by the names on some of the school facilities—the American Tobacco Room, Duke Power Computer Center, and the Celanese Chemistry Lab.

The school's annual budget is about $4 million, 10 percent of which comes from corporate contributions.

The Louisiana School for Math, Science and the Arts got its start in 1983 and now enrolls over 400 high school juniors and seniors who live and study in their own facilities on the campus of Northwestern State University in Natchitoches. The school's faculty includes 42 full-time and six part-time teachers, half of whom hold Ph.D.'s.



Louisiana School for Math, Science and the Arts

Some 400 students attend the Louisiana School for Math, Science and the Arts, which opened in 1983.

Though students have a choice of majoring in math/science, humanities, or creative and performing arts, some 70 percent of the second graduating class were math/science majors. Annual operating budget is about $3 million.

The newest of the statewide super schools is the Illinois Mathematics and Science Academy, located in Aurora, a half hour's drive west of Chicago. It opened this past September, with 210 students drawn from 750 applicants from across the state. About half the student body hail from the Chicago suburbs, as did about half the applicants.

The school—with an enrollment capacity of 1,500 in grades 10-12—is situated on 93 acres, in facilities formerly occupied by a junior-senior high school. Eventually, planners also hope to attract out-of-state students.

Last year the state legislature approved some $9 million for the school's first-year capital improvement and operating budget. Other funds come from corporate contributions. Major contributors include the Amoco Research Center, AT&T Bell Laboratories, Fermilab, and Argonne National Laboratories, all located in the "high tech corridor" adjacent to the school.

The 17 full-time faculty—the majority drawn from the ranks of Illinois high school teachers—all have at least a master's degree, and each has just a one-year contract.

The North Carolina, Louisiana, and Illinois schools bear strong resemblance to one of the first public math-science schools in the nation, the Bronx High School of Science, which admits only students from New York City.

A number of other states—including Oklahoma, Texas, New York, Indiana, and Maryland—are now considering setting up their own statewide high tech high schools.

—B.F.

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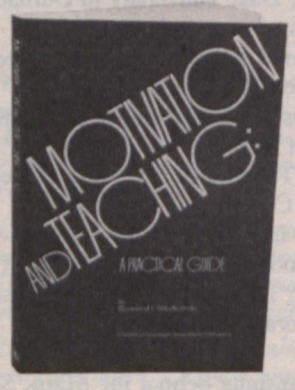

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INTERNATIONAL

Women of the world: Sharing pain & progress

Women have come a long way in equal access to cigarettes, but they've got a long way to go in equal access to social, political, and economic rights—including education.

Bryan Schlosser

"We've just recently gotten equal salaries with men, and we still have to take vacation leave for maternity."

—Agnes Mvinjelwa, South Africa

Bryan Schlosser

"The government is always ready to listen to us. Our difficulties are those of the whole country."

—Josephine Lenaud, Guinea

Bryan Schlosser

"If we care about what kind of future our students will have, don't we need to make sure they'll *have* a future?"

—Bronwyn Marks, Australia

Nearly two-thirds of the world's teachers are women. They bring to the classroom the experience of women in their cultures—and that experience shapes their hopes for their students, and their country, and themselves.

March—Women's History Month—is a time to look at women's experience as it has developed around the world.

When women teachers from Sri Lanka and Ghana and Panama and New Zealand get together, they talk about the same things that concern many of their U.S. counterparts: job discrimination, poor maternity and child-care benefits, lack of understanding at home. They talk about what can be done for students who suffer from poverty or from crazy societal values. They talk about how to bring women forward—if not in this generation, maybe in the next—to claim their due share of...everything.

When they look at their female students, women teachers can see more opportunity for education—and the choices it offers—than their own generation could dream of. During the United Nations Decade for Women (1975-85), the proportion of young girls who attended primary school rose from 64 percent to 71 percent worldwide. During the same period, women's literacy rate inched closer to that of men, rising from 60 percent to 68 percent, while men's climbed from 72 percent to 78 percent.

But although the literacy gap is narrowing, it's still too wide to close without dedicated efforts. NEA President Mary Hatwood Futrell points out one reason: "In many cultures where there are limited resources, it's automatically the boys who get the chances."

How far have women teachers come? A 40-nation survey by the NEA-backed World Confederation of Organizations of the Teaching Profession (WCOTP) found women teachers concentrated in early and primary education, where salaries are usually lowest and promotion opportunities least likely.

The proportion of secondary school teachers who are women is increasing, but they're still likely to be teaching arts or languages. Few of the world's women have managed to get enough education to teach at the university level. Women administrators are most—but not very—common at the primary level.

All countries reported that teachers with equal responsibilities get the same pay regardless of sex—but, as the National Union of Teachers (England and Wales) pointed out, teachers with equal qualifications may not get equal responsibilities. In many places, women's average salary is lower than men's because women lose seniority while raising children and because they're less likely to be promoted.

"Many women feel that putting in twice as much work as their male colleagues is the only way to succeed in their jobs," says Papua New Guinea educator Naomi Martin. "Their chances of getting promotion become even more limited if their role as mother or housewife is seen by the headmaster to interfere with their teaching responsibilities."

Irene Nkrumah is one of two women among the five national officers of the Ghana National Association of Teachers. On one point she's very clear: "There's nothing a man can do that a woman can't do effectively."

"Women start getting involved in the association, get enthusiastic, then drop out because of trouble at home," she says. "It's hard for us as individuals to convince our partners that we should be active in unions. We need to include them in women's training programs. When they see that we're doing what's best for the union and the children, they'll encourage us to do even more."

In some countries, the national situation demands special efforts from all teachers, women and men alike.

Josephine Lenaud, secretary general of the Professional Education Union Federation in Guinea, points out that teachers in that West African nation face a tremendous challenge: a government drive to make every citizen literate.

Lenaud faces a personal challenge as well. A school supervisor in Conakry, the capital, she runs her national union on the one day in seven that Guinean law sets aside for union work.

Lenaud tries to get women to be more active, but she finds they're discouraged and don't take much interest, especially since times are hard. Still, she persists: "I'm a short-term pessimist, long-term optimist."

In South Africa, teachers are among the Blacks most vulnerable to the security forces that police the apartheid state. "Women teachers, like men, disappear," says teacher Agnes Mvinjelwa, "and their colleagues don't know where they've been taken or what (if anything) they're alleged to have done."

Political violence affects Nicaraguan women as well. They're involved in decisions about public health and welfare, national defense, and setting foreign policy, says Milena Nunez, secretary general of the National Association of Teachers of Nicaragua. But, charges Nunez, "The contras have killed hundreds of teachers—and in the rural areas where there is fighting, we can't keep school open."

The World Confederation of Organizations of the Teaching Profession is working to improve the situation of women within its own structure and that of its 152 member organizations. In 1980 Marty Woodard of Minnesota, an NEA delegate to the WCOTP Assembly, led the establishment of a women's caucus—and it's made a difference.

NEA President Futrell—who has chaired the WCOTP women's caucus since 1983—recalls, "Very few women were Assembly delegates then. Now about half the delegates are women—that's real progress.

"Also, at my first WCOTP Assembly as NEA president, some of the men thought it was comical that a woman would be the head of the NEA. Now we hear of women in key leadership and staff positions in many of the other national associations. And by developing and utilizing all the members, the organizations are growing stronger."

That growth of female leadership was no coincidence. In the past two years WCOTP has given the issue increased priority, coordinating some 15 leadership training courses especially for women association members in Asia, Latin America, and Africa. Given the skills and information to take the first step, women teachers themselves are moving ahead.

—Jane Power

SCHOOL LIBRARIES...

Craig Cunningham

HAVE YOU REALLY SEEN SCHOOL LATELY?

It's not a library any more, but a library media center. And more than the name has changed. Look for new partnerships and new kinds of service.

In this "Year of the Reader," as always, the school library media center is a magnet for readers. But these days it's also a treasurehouse of all kinds of information organized to meet the needs of students, teachers, and sometimes the community as well.

In most schools, the library media center's main content is still books—but beyond that, it may offer recordings, audio or video tapes, computer software, interactive videodiscs, an electronic encyclopedia, or perhaps access to a computerized information system. Its catalog may be a sturdy wooden cabinet full of stiff cards—or a terminal attached to a statewide system linking dozens of institutions.

The library media center's program may combine such elements as story times, author visits, book fairs, read-ins, and research projects. Its staff may be a single highly trained professional or include a flock of volunteer parents and students. But it's always a center of resources—resources that come alive through the skills of its professional staff and the enthusiasm of the students.

"In an elementary school library, the main thing is good children's literature, because the students are bombarded with junk in all forms," maintains Association member Dick Harry of Portland, Oregon. The Sabin School, where he is librarian, serves four-year-olds through fifth graders.

"My job is to make the library the heart of the building," Harry explains, "where students can come to get resources they need—a place that's fun and exciting."

Harry says his library calendar is crowded with events—visits from authors, multicultural month, Dr. King's birthday, Christmas, Hanukkah, Kwanza, the spring kite festival, even a week celebrating teddy bears.

To spur research, Harry makes use of another kind of library, run by the county education service district. "Over the years," he says, "I had them send us a guinea pig, chinchillas, and a boa constrictor. At the moment I've got a rabbit and three gerbils. The problem I give the kids is, How do we use the library to find out about this animal and how to care for it?"

A good school library media center, in fact, operates on a carefully designed curriculum. "Students—like everyone else—need the skills to get information," points out Association member Pauline Means, who's responsible for the South High School library in Wichita, Kansas. "After they leave us, those skills will become a matter of survival."

"I want kids to know where to find any information they need," agrees Rita Hennen of Parkersburg, W.Va. "First graders start on maps and enyclopedias. By sixth grade, they're using a database program on a computer."

The American Association of School Librarians emphasizes partnership with teachers. The real question, says AASL President Marilyn Miller, is "How can we, as part of the instructional team in a school, help teachers do their jobs as well as possible?"

One way to explore that, Miller says, is through NEA's new Mastery in Learning project, which works with school staffs to change their schools (see "Teachers Take the Lead on School-Based Reform," *NEA Today*, Dec. 1986). At Maryvale High School in Phoenix, for example, the librarian, Nel Ward, is the Mastery in Learning project director.

"Another thing we're interested in is removing barriers to access to information," adds Miller, a former public school librarian who now teaches at the University of North Carolina at Chapel Hill. "We encourage school boards to develop selection policies so that problems with censorship won't develop.

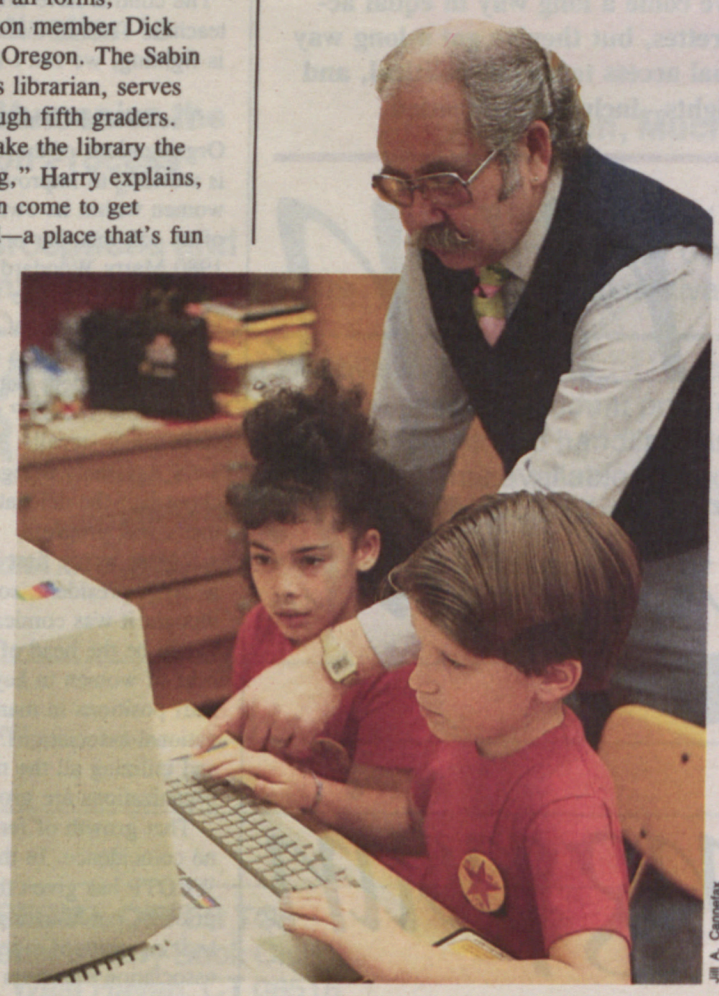
"And we want to build alliances with other educators groups to make sure that kids have access to the information they need in dealing with problems like suicide, pregnancy, and substance abuse. We need to work as a unified education profession to help meet these needs."

"We need to be planning our curriculum—infusing research and critical thinking skills—along with the teachers," adds Pauline Means. "It's not *my* library, it's *our* library."

To a teacher, having a good librarian can make a great difference. Kindergarten teacher Chris Lamp, who works with Dick Harry, says, "I count on him for resources to go with my units of study. He'll tailor his weekly classes with my students to reinforce my units. And sometimes I follow up on his ideas—Teddy Bear Week is good for kindergartners starting out the year."

Some teachers, says Association member Rita Hennen, "don't really realize what goes on in the library media center—so we get out and talk with them. Librarian, media specialist—I don't care what you call me, as long as you know what to come to me for."

Networking and databases have put school library media centers in touch with much more information than they could buy or store in printed copies. The



Jill A. Cannefax

"I want the kids to feel welcome in our library," says Portland librarian Dick Harry. He's clearly succeeded with students Shania Johnson (left) and Brian Burk, here getting some tips on the use of Harry's computer.

A Celebration of Reading

Sixth and seventh graders (and not always "the ones you'd expect") sparked a celebration of books at Reynoldsburg (Ohio) Middle School—and kept it going through the 1985-86 school year and beyond.

"These kids sensed the importance of individual interactions with books," says reading teacher Ann Allaby. "They kept wanting to share questions in new ways and with widening circles of outsiders." Looking for new challenges students could give themselves through reading, Allaby and librarian Jane Meese discovered the Ohio Buckeye Children's Book Award Program (which has counterparts in many other states). The students joined in with enthusiasm.

Each of Allaby's students chose a current novel by a U.S. author as subject of a book talk. At teachers' requests, more than 100 of them gave talks to other classes. Each student in the school nominated a favorite book. Then students suggested, and Meese and Allaby coordinated, production and distribution of 700 bookmarks listing the school's 10 most-nominated novels.

After the state's 10 top books were announced, Allaby and Meese set out to transform the 20 copies—total—in their own and students' personal libraries into enough for the school's 700 impatient readers. The public library,

Michael Munden

Librarian Jane Meese (left) and teacher Ann Allaby applaud characters from students' favorite novels. Dramatizations were just one of the ways students at the Reynoldsburg (Ohio) Middle School celebrated the books they most enjoyed in a schoolwide, year-long festival of reading.

...PARTNERS IN EDUCATION

LOOKED AT YOUR LIBRARY LY?

database of Northwestern University's library system generates catalog cards and processes books for Wichita's public schools. In a few years, when the books previously on the shelves have been entered in the database, the system will give librarians in Wichita access to more than a million titles in about 100 schools. School librarians will be able to keep track of their overdue books through the mainframe computer.

West Virginia's Hennen is preparing to provide software that students can check out overnight.

Dick Harry takes a different approach to computers. "As audiovisual coordinator, I'm responsible for our 20-odd computers—but they're spread through the school. That way, they're a classroom tool, not a place to go to. I have one in the library, and the kids can use it any time I don't need it. But there's also a computer in their classroom or the classroom next door."

Many school libraries today serve a variety of publics. Means' library in Wichita, for example, has an extensive collection of children's books, not only for child development classes, but also for children of students and staff in the school's daycare centers.

"We've had collections of Spanish books, Vietnamese books, books about teenage pregnancy," Means says. "Now, to keep up, we're getting into resource sharing and on-line searches."

Not surprisingly, time is a problem. Portland's Harry reports, "Each class has a half hour for a library skills lesson and for checking books out. I've learned to be quick and to the point."

Hennen has tamed one time-consuming task. "I teach responsibility by not charging fines," she says. "They pay only if they damage or lose the book, and I don't have to fuss with them over every 2 cents."

Hennen gives out library cards in three colors. Yellow is for ordinary users, who can take out two books at a time. Students who have had no overdue books for a year get pink cards—they can check out as many books as they need. A child who's had lots of overdue books gets a blue card—which means taking out one book at a time.

"They like to show off those pink cards," Hennen reports, "and they've been much more responsible than when we had fines. One child went home on his bike after school to bring in books that would have been overdue next day."

Harry has found another way to keep track of overdue books. "There are 650 kids, and I don't have an aide," he says. "The teachers are aware of the overdue books, because each class has a chart of books checked out."

Unfortunately, libraries aren't equally well staffed and funded across the country. "We're interested in equity," says AASL President Miller.

"In 1961, only one elementary school in four had a library. Then in the sixties there was a massive infusion of federal aid to libraries. Now 93 percent of schools have libraries.

"But the materials bought with that aid have become outdated. The median expenditure on school libraries in 1984-85 was $4.33 per student, and that doesn't buy even half a book per kid. Yet we need good resources in the library. We can't rely on textbooks: there's too much to know. Schools need to be treated as one of our lines of national defense."

Larry Fleming

Wichita, Kansas, school librarian Ellen Means and senior Lori Rankin seek the best source.

Underfunding affects staffing: there always seems to be too much work and not enough people.

"What I'd like most is a full-time aide," says Portland's Harry. "If I'm teaching a class and kids come in, there's no one to help them."

In Wichita, Means has a librarian and two clerks to serve 1,600 students. Increased graduation requirements have cut out student volunteers.

"The two of us just keep the store open and wait on people, 800 or 900 of them, for nine hours a day," says Means. "There are 90 teachers in the school, and we do all the audiovisual work for them. We also book classes in, have seminars, show films, and present speakers."

Even so, Means points out, the media center is underused. It's closed evenings, weekends, holidays, and three months during the summer. That's because people aren't convinced of the worth of information management, she suggests. "As always, it's a dollar problem."

—Jane Power

other school libraries, and more than $100 in donations from the PTA and teachers didn't provide enough copies. So local bookstores—and, as their stocks ran short, the publishers—were asked to donate one copy of each book.

After giving book talks on the 10 state finalists, the students proposed and carried out a poster contest based on the novels. For prizes, Meese and Allaby turned to the authors, who supplied original manuscript pages, autographed first editions of their books or photographs of themselves, and paperback copies inscribed with personal messages.

Then, with assistance from Allaby and Meese, the students began planning an assembly of skits, dramatic readings—even a choral reading with original music—to present scenes from the 10 novels. The March assembly, which also featured the awards for the poster contest, was a striking success.

Now many of the 10 finalist books are used in reading classes and, reports Meese, there are still waiting lists in the library for those books. This year—again on student initiative—the round of reading, drawing, and dramatics is back in full swing.

—J.P.

Ohio Buckeye Children's Book Award Finalists, 1985-86

- Byars, Betsy. *The Animal, the Vegetable, and John D. Jones.* New York: Delacorte, 1982 (paperback: Dell).
- Cleary, Beverly. *Dear Mr. Henshaw.* New York: William Morrow, 1983 (paperback: Dell).
- Conford, Ellen. *Seven Days to a Brand New Me.* Boston: Little, Brown, 1981 (paperback: Scholastic).
- Danziger, Paula. *There's a Bat in Bunk Five.* New York: Delacorte, 1980 (paperback: Dell).
- Gilson, Jamie. *Thirteen Ways to Sink a Sub.* New York: Lothrop, Lee and Shepard, 1982 (paperback: Pocket Books).
- Howe, James. *Howliday Inn.* New York: Atheneum, 1982 (paperback: Avon).
- Paterson, Katherine. *Jacob Have I Loved.* New York: Thomas Y. Crowell, 1980 (paperback: Avon).
- Silverstein, Shel. *A Light in the Attic.* New York: Harper and Row, 1981.
- Speare, Elizabeth. *The Sign of the Beaver.* Boston: Houghton Mifflin, 1983 (paperback: Dell).
- Voigt, Cynthia. *Dicey's Song.* New York: Atheneum, 1982 (paperback: Ballantine).

Craig Cunningham

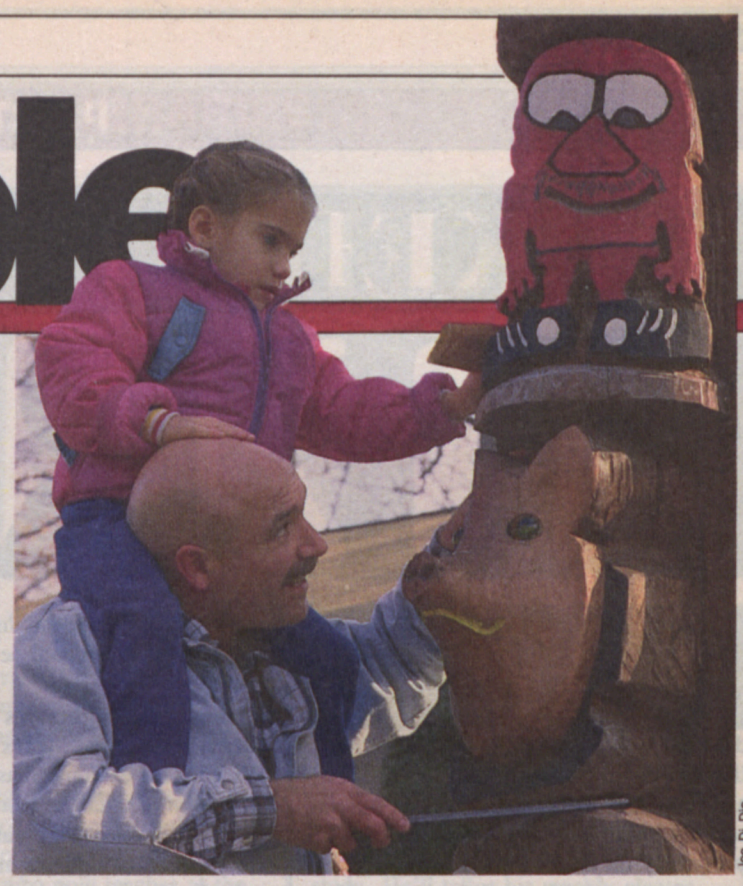
Students Lisa Pitrolo (left) and Jeremy Jones share a book—and a smile—with Parkersburg, W. Va., librarian Rita Hennen. "Even as we prepare students for dealing with technology," Hennen says, "it's still important to help first graders find the right book at that magic time when they discover, 'I can read!'"

People

Joe Di Dio

Few people have trouble finding Steve Klass's home in Falls Church, Va., a suburb of Washington, D.C. They just look for Klass's hand-carved 12-foot totem pole in the front yard—a creation inspired more by whimsical characters in children's books than by folklore.

Association member Klass teaches English and coaches girls' tennis at George Mason Junior-Senior High, but he's always enjoyed whittling as a way to relax. He tackled his first totem pole several years ago and has now completed more than a dozen. The poles are made from poplar trees, which he sometimes cuts down himself.



Joe Di Dio

Klass, seen here with his daughter Abigail, has also carved a niche for himself among the area's top teachers. He was one of a dozen 1986 winners of the prestigious *Washington Post*/Agnes Meyer Outstanding Teacher Award for excellence. □

Her aim is literacy, but it's not English that she teaches. Santa Monica (Calif.) High School math teacher **Gretchen Davis** touts "quantitative literacy"—a working knowledge of statistics and probability geared toward survival in our high-tech society.

Davis doesn't deemphasize the traditional math curriculum, but she believes all students need a good grounding in quantitative analysis as well.

"The fact is," says Davis, "a lot of our students aren't college-bound. But they read, they watch television—they're bombarded by numbers."

Davis teaches in a way that makes those numbers relevant. Her students collect data on projects that interest them—like ages of Oscar winners or prices of ice cream cones—then organize the information so it's easy to interpret.

The sometimes surprising results can lead to informed insights into cultural trends, a major objective of Davis' teaching methods. A student investigation into the Oscar awards, for instance, uncovered an age discrepancy between male and female winners. Students concluded—with appropriate backup data in hand—that American society still emphasizes youth over maturity in women. □

Bob Riha, Jr.

Corryne Owens

Fiddling around is serious business to four-time Wyoming state champion **Bob Mathews**.

"Fiddling is part of the culture out here," notes Mathews, an Association member who teaches orchestra in the Cheyenne schools. He also directs bluegrass groups within his junior and senior high orchestras.

On the light side, Mathews teams up with other musicians in the famous Chugwater Philharmonic String Quartet Plus One, a comedy bluegrass band. (The "One" refers to a double bass; they count instruments, not players). The foursome wear rodeo clown jeans and cowboy hats or Mickey Mouse ears while singing about such subjects as Bernard the Mule, shot dead by a city slicker who thought he had a deer.

With wife Debbie on guitar—she's a music teacher at Cheyenne's Dildine Elementary School—Bob also played serious fiddle music for the new Wyoming governor's inauguration. □

Steve Helmbrecht

By 5:30 a.m. last Sept. 25, the rain had caused cellar flooding and sewer backups. By 6, creek banks were bulging. At 6:30, fire crews performed their first rescue.

Flood waters rose just that fast in northern Montana this fall, spewing up to eight feet of water through the small community of Harlem. But Red Cross–trained high school English and history teacher **Janet Boisvert** prevented real disaster.

"I took care of my own flooded basement, then drove to school in wet clothes," she recalls. "Classes were cancelled, so I organized the gym to help flood victims."

By 8:30 a.m., the high school was ready to assist homeless neighbors and stranded travelers. Boisvert spearheaded the first crucial hours of the relief effort, buying and preparing food and arranging overnight shelter. She went on to work 12 straight 14-hour days.

Husband **Dave,** a government and computer science teacher, is also mayor, captain of the volunteer fire department, and part-time ambulance driver in this community of 950. He helped by establishing a Red Cross Disaster Service Center at city hall. □

Bonnie Weller

Any old fake fowl just won't do, says **George Williams**, a Townsend, Del., elementary art and physical education teacher and avid duckhunter, who lures unsuspecting fowl by using realistic decoys he's carved himself.

Decoys and hunting dogs, notes Williams, are both an integral part of duck hunting. Yet while many people train their own dogs, few will bother to make their own decoys.

Williams models his products after actual specimens he keeps on hand. The most important thing, he notes, is that the decoy fool the bird. It needn't have raised or carved feathers, but it must float, be able to turn over, and have the color, shape, and "attitude" of a real duck.

Williams sells his decoys and enters them in competitions. He's won several awards; Maryland's Havre de Grace Decoy Museum displays some of his work. He also advises his former students how to make their own decoys.

"I like the idea of preserving this craft," Williams says, "as well as using my skills to match wits with Mother Nature." □

Steve Begleiter

South Carolina home economics teacher **Amy Clark** strongly believes that being a good parent requires preparation, maturity, and a lot of hard work. "Parenthood," she says emphatically, "shouldn't be a matter of on-the-job training."

Clark also believes that if teenagers were aware of all that's involved, there wouldn't be so many teen pregnancies—but "it's hard to teach child development without any little kids around."

On the basis of these convictions, Clark developed a parenting program that won her national recognition as the 1986 Home Economics Teacher of the Year. She offers her students both theoretical knowledge and practical experience, at the Wee Wisdom Childhood Learning Center.

A preschool program for local three- to five-year-olds, Wee Wisdom is planned and run (and was named) by Clark's child development/parenthood classes at Westside High School in Anderson.

"I can see my students' attitudes change through their experiences at Wee Wisdom," she says. "They're amazed at the work and responsibility involved in taking care of young children—and that's key to making them take a hard look at themselves as potential parents." □

It's been more than two years since Staff Sergeant **Dennis McHugh** flew next to the pilot in an OA-37 jet aircraft for the first time. But even so, McHugh remembers the experience as if it were yesterday.

McHugh was inspired to write a touching account of the flight—in appreciation of the 110th Tactical Air Support Group—back on earth while laundering his flight suit.

Association member McHugh normally guides students to find *their* right stuff, as an English teacher at Tri-County High School in Howard City, Mich. But he also works in the public affairs office of the Battle Creek Air National Guard Base, where he's spent time in the flight simulator shop.

TSgt Jeff Dubbeld

As McHugh wrote in his diary, "I'm suffused with admiration...Not only was my body elevated but also was my spirit."

He's had two such flights since. □

Samantha Smith, the plucky Maine child who reminded American adults of the possibility of peaceful Soviet–U.S. coexistence did not die without a legacy.

Smith's junior high school adviser, Association member **Bill Preble**, has worked with Smith's mother Jane and his teaching peer Beth Levin to found the Soviet-American Memorial Exchange in honor of Smith's 1983 visit to Russia at the invitation of Soviet Premier Yuri Andropov.

Last summer Preble and Levin (*far right*) led 22 students eager to retrace Samantha's history-making tour of Russia's major cities.

The Maranacook Junior High social studies teacher, now on sabbatical to study youth political socialization at the University of Maine, calls those former students "little ambassadors." Not only did they frolick in the Black Sea with their Soviet counterparts at a posh youth camp, but they charmed Moscow officials with their knowledge of the Russian language.

And the memorial continues. A group of Soviet students will be visiting the U.S. this summer. In the meantime, Preble has helped his students prepare the series of presentations they've been making to New England audiences. Their message in a nutshell: "Russia is *not* the evil empire." □

Gordon Chibroski

YOU AND THE LAW

Nontenured Teachers, Beware!

While the casual reader of this column might believe that NEA members who challenge their wrongful discharge in court routinely win, nothing could be farther from the truth. Last year Association members and other public employees were handed several significant defeats by an increasingly conservative federal judiciary.

Consider the shocking case of Mavis Day. A 13-year veteran English teacher and NEA member, Day had taught in the South Park (Texas) Independent School District for four years prior to her confrontation with the administration. A controversy arose when she filed a grievance, pursuant to district policy, challenging several poor ratings relating to "attitude" on her evaluation.

Her grievance was denied, as was her request for arbitration. Two weeks later, the school district notified Day that she was being laid off because of declining enrollment.

Convinced that the real reason was that she had filed a grievance, Day—with the help of NEA and the Texas State Teachers Association—sued the district, claiming the nonrenewal of her contract violated her First Amendment rights to freedom of speech and to petition for the redress of grievances.

Faced with overwhelming evidence, the district court agreed with Day that she was terminated in retaliation for grieving her performance evaluation. Despite this finding of improper motive, the court ruled in favor of the school district, relying on a 1983 U.S. Supreme Court decision in *Connick v. Myers*. The Fifth Circuit Court of Appeals affirmed, and last year the Supreme Court refused to review Day's case.

How could the federal courts reach such a bizarre conclusion? Primary responsibility belongs to Reagan appointee Sandra Day O'Connor, who provided the decisive swing vote in the High Court's 5-4 decision in *Connick*. That decision held that it's not a violation of the First Amendment to fire a nontenured public employee (in that case, an assistant district attorney) in retaliation for complaining about "matters only of personal interest." Only when public employees speak as citizens on matters of "public concern" is their speech entitled to protection under the First Amendment, the Court ruled.

As NEA and Colorado Education Association member Dianne Saye recently found out, the *Connick* decision has virtually eviscerated the First Amendment rights of public employees. At the end of her third year with the St. Vrain Valley School District, Saye's teaching contract was nonrenewed—in part because she had complained to two parents about the allocation of teacher aide time.

The Tenth Circuit Court of Appeals ruled last year that Saye's comments to parents were not a matter of public concern and so, under *Connick*, a retaliatory nonrenewal based on them did not violate the First Amendment.

In a similar case involving two NEA and Arkansas Education Association members, the Eighth Circuit Court of Appeals ruled recently that the teachers' grievances expressing dissatisfaction with the manner in which parental complaints about a field trip had been handled did not deal with a matter of public concern under *Connick*. So the court held that a retaliatory nonrenewal prompted by the filing of the grievances would not violate the First Amendment.

While these cases paint a rather bleak picture of the current state of the First Amendment, there are other legal arguments that can be used to challenge such retaliatory terminations. To begin with, school employees who have acquired tenure or continuing contract status cannot be nonrenewed except for "good cause." Clearly, filing a grievance pursuant to board policy would not constitute "good cause" under state law or a collective bargaining agreement.

Second, many states that regulate public employment labor relations also prohibit—as a matter of state law—firing an employee for complaining about employment-related matters. Moreover, some school district policies establishing formal grievance procedures contain a clause prohibiting retaliation against employees for exercising their right to grieve. If your district policy doesn't include such language, the current legal climate is all the more reason to work to get it added.

***Connick* and its progeny graphically** illustrate how a single justice's vote in a single Supreme Court case can dramatically alter the fundamental constitutional rights of public school employees. This observation takes on heightened significance in view of the fact that four of the nine justices on the Court (the three "liberals" and one moderate) are over 78 years old.

It's likely that the next President will have the opportunity to determine the ideological balance of the Court well into the 21st century.

—Mike Simpson,
NEA Office of General Counsel

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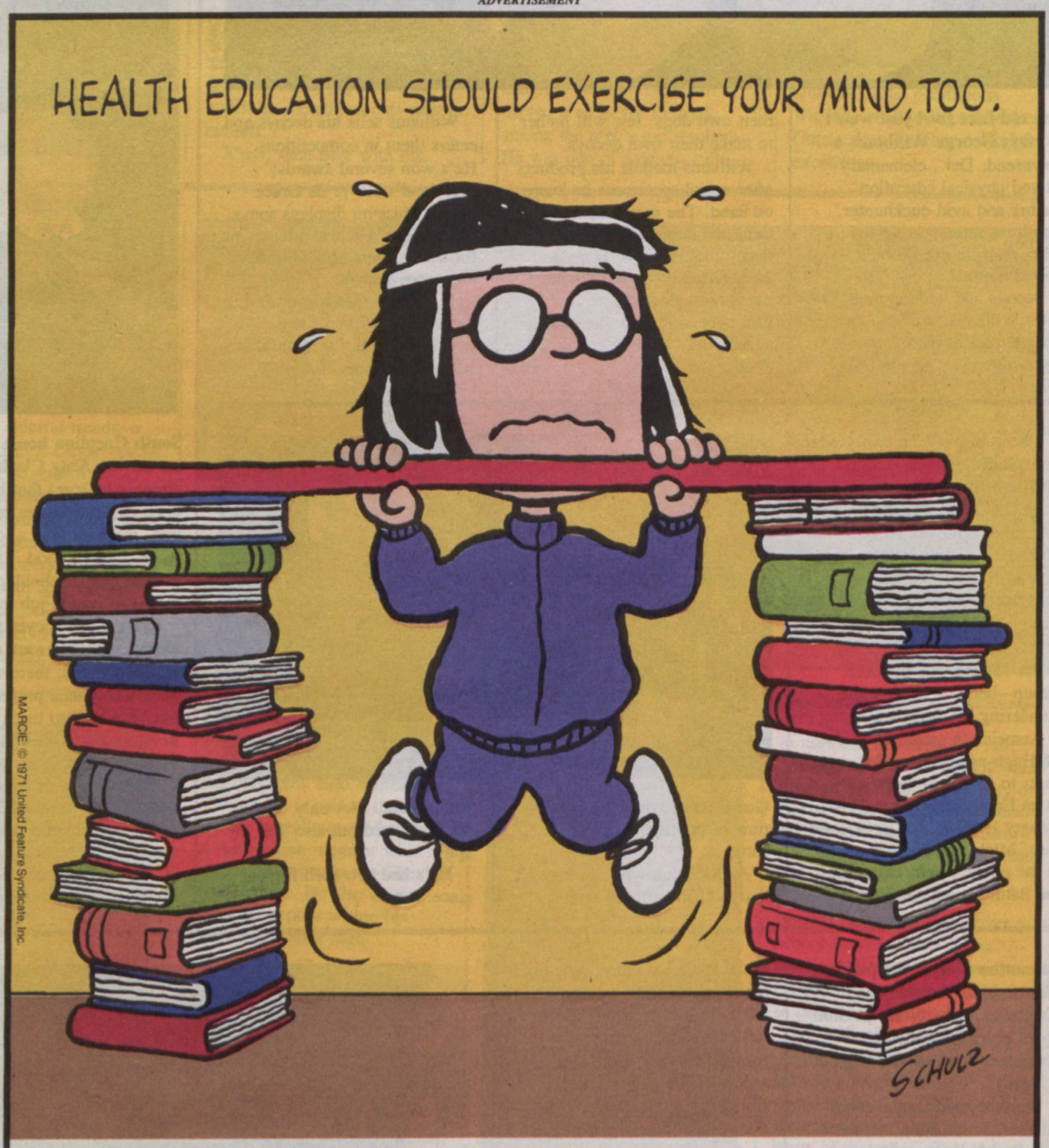

Along with chin-ups, children need to learn good nutrition and other principles of staying healthy. Better health education comes from health-educated teachers.

That's why Metropolitan Life Foundation's "Healthy Me" started a program to enhance teachers' skills. This way, teachers, and kids, turn out healthier.

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For information, write, "Healthy Me," Health and Safety Education (16UV), One Madison Avenue, New York, New York 10010–3690.

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Metropolitan Life Foundation

RESEARCH CLUES

Those Smart Girls...and How They Get That Way

Nancy J. Pierce

by Robert McNergney and Martin Haberman

F. Scott Fitzgerald and Ernest Hemingway once observed that the rich are different from the rest of us: they have more money. Educational researchers long ago discovered that boys are different from girls in an equally disquieting way: they have more self-esteem.

But now comes evidence that there's an exception: girls who excel academically. These high-achieving females appear immune to the esteem-deflating effects of sex role stereotyping.

Researchers have found that sex stereotypes begin to have an impact as early as age two. Much later—usually during early adolescence—girls discover that the characteristics they've learned to cultivate (e.g., submissiveness) are held in lower esteem and carry far less status than the characteristics boys have been cultivating (e.g., competitiveness). Many psychologists believe this recognition causes an immediate decrease in self-esteem.

Educational research supports this belief. Not surprisingly, researchers regularly discover that greater school achievement correlates directly with greater self-esteem. But boys—regardless of achievement level—reveal greater self-esteem than girls who are their academic equals.

The noteworthy exception is the self-perception of the smart girls—the high achievers. Academically able girls rate themselves significantly higher in self-esteem than boys of equivalent talent. They view themselves as having substantially greater worth than boys.

Researchers suggest that such results may mean that these girls have more "masculine" characteristics, or that society makes tougher demands on able females, so that when these demands are met, the rewards in self-esteem are greater. But no one knows with certainty why smart girls feel good about themselves.

One researcher found that men tend to attribute their success to their own abilities while women tend to attribute theirs to luck. High-achieving girls, however, are again an exception. They tend to attribute their success to their own abilities, not to external causes or fortuitous circumstances. In effect, smart girls explain their success in much the same way as do adult men.

It's important to bear in mind that research on self-esteem and achievement establishes relationships but doesn't distinguish between cause and effect. Surely, a causal connection exists. But does doing well in school increase self-esteem? Or do people who possess high self-esteem perform better in school? Most likely the relationship is reciprocal. All we know for sure is that both are important.

What might classroom teachers do with such information, particularly with regard to girls? John Dewey once suggested that the ultimate value of education research might come not from rules for teaching that emanate from the pens of researchers, but rather from the impact of research in altering the way teachers think about working with students. The research on achievement and self-esteem appears to be what he had in mind.

We might begin by thinking a bit differently about girls and women—asking ourselves some questions. How do smart girls start feeling good about themselves, and how do they sustain such feelings? Can other girls learn to feel and act in similar fashion? How might girls be encouraged to take more personal credit for what they accomplish—to make certain they feel comfortable in proclaiming, "See what *I* did"? Are there special ways of responding to girls that develop their own sense of personal power?

We all know and seemingly accept successful men who describe themselves as "self-made," ignoring or at least downplaying the help they received along the way. Would we accept such "self-made" explanations from girls, or would we consider them selfish and egotistical?

Perhaps we ought to think about giving girls as much practice as we give boys in believing they can control and take credit for the good things that "happen" to them. □

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

Want To Delve Deeper?

"But What About Smart Girls? Adolescent Self-Esteem and Sex Role Perceptions as a Function of Academic Achievement," by Pamela Robinson-Awana, Thomas J. Kehle, and William R. Jenson, appeared in the *Journal of Educational Psychology,* vol. 78, no. 3, pp. 179-83 (1986).

TECH TALK

Algebra Software That Measures Up

Finding computer software that really works in the school is one of the more frustrating tasks today's teachers face. But NEA's Educational Computer Service (ECS) has just made that task easier for math teachers, through a competition that's identified the best algebra software now on the market.

The most "schoolworthy" algebra software currently available, concludes ECS, is the Elementary Algebra Series published by Courses by Computers, of State College, Pa. This 10-part series, available for use on Apple II computers with at least 64K memory, won the honors for its detailed and highly interactive format that lends itself to close student monitoring, as well as for its excellent graphics that bring to mind a teacher writing on the blackboard.

The judging began last fall when NEA senior algebra teacher/reviewers conducted an initial written assessment of all algebra software nominated by NEA members and submitted by publishers. The teacher-judges evaluated each program against dozens of standards set forth in the NEA ECS *Guide to the Assessment of Educational Software.*

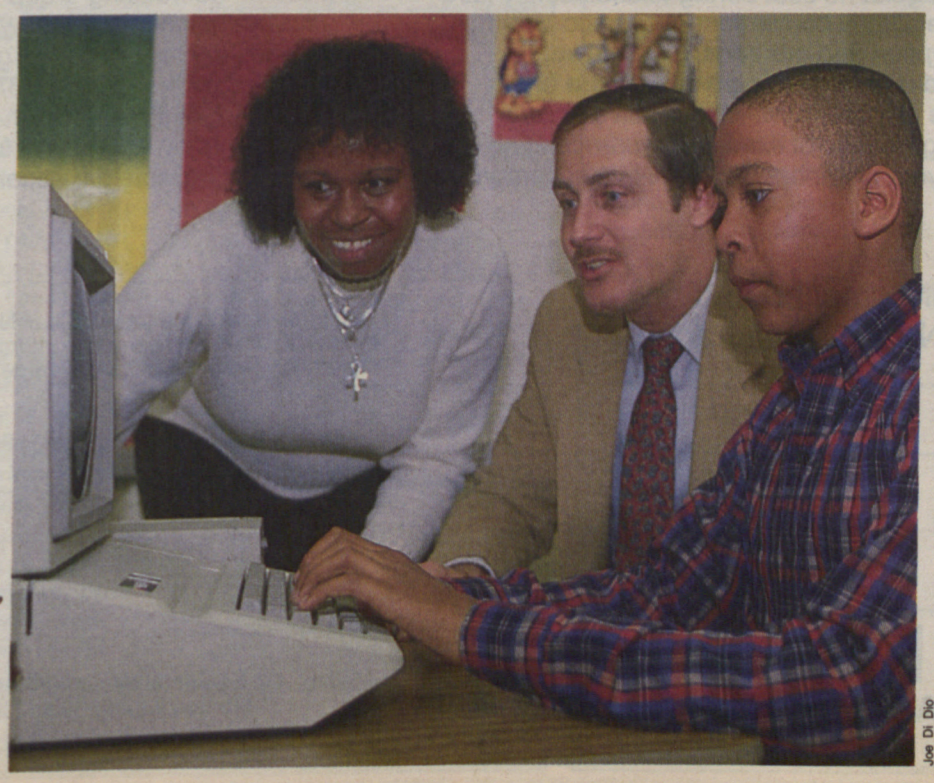
Software that cleared this initial evaluation went on to other teacher/reviewers for classroom performance tests with students—followed by another thorough written evaluation.

"The Elementary Algebra Series was far superior in course content, materials, and programming to anything else we saw," notes performance tester Peter Fischer, a math teacher/coordinator at Northwestern High School in Adelphi, Md.

The series consists of 10 instructional packages, each containing a lesson and test diskette, a back-up diskette, documentation with complete lesson designs and learning objectives, and a student workbook with supplemental practice exercises. The lessons include "signed number operations," "polynomials," "factoring," "quadratic equations," and "graphing lines on a plane."

In recognition of its instructional assets, the NEA Educational Computer Service is awarding the Courses by Computers Elementary Algebra Series the right to carry a special certification mark identifying it as "NEA Teacher-Certified Best Software" for algebra in 1986-87.

—Vicky Lytle


Joe Di Dio

"We had no qualms about recommending a product that replicates so successfully the many methods employed by the traditional teacher," say software reviewers Sarah Green and Peter Fischer, math teachers at Northwestern High School in Adelphi, Md., here watching as Anthony Overton tries out the winning algebra program.

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Coverage is available from $10,000 to $200,000 depending on your age. And NEA Life is decreasing group term insurance, so benefit amounts are higher in the younger years when family responsibilities tend to be greatest. Call NEA Special Services toll-free, 1-800-637-4636 (in Maryland, 1-800-852-4636) or send in the coupon today for information and an enrollment form on NEA Life Insurance—affordable protection from your Association.

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YOU AND YOUR RETIREMENT

Long-Term-Care Insurance: What You Should Know

TRUE OR FALSE

1. Medicare or private insurance pays most long-term health care expenses. T F

2. To become eligible for public medical insurance (i.e., state and federal Medicaid), a person must first prove poverty. T F

3. Public medical assistance pays most of the costs of long-term care. T F

4. State insurance departments and federal regulations protect the elderly against high-cost policies that provide poor coverage. T F

5. The greatest need for long-term care insurance is to cover the cost of skilled nursing home care. T F

6. Organically caused mental disorders like Alzheimer's disease account for nearly half of all nursing home patients. T F

7. Ninety-nine out of 100 Americans between the ages of 65 and 74 do *not* require nursing home care. T F

8. Many people who leave a nursing home alive leave before their nursing-home policies pay any benefits. T F

How Well Did You Do?

1. False 2. True 3. False 4. False 5. False 6. True 7. True 8. True.

Cutting Through the Maze...

Many of us have relatives or friends whose lifetime savings have been wiped out by the expense of long-term care following illness or injury. Yet in most states, insurance that will protect a good portion of those assets is now available.

Medicare and conventional group medical insurance don't provide this protection. Medicare covers only the first 20 days of a nursing home stay in full, and then only in a Medicare-certified skilled facility. For the next 80 days, Medicare pays all charges over $65 a day. After 100 days of care, Medicare and most Medicare supplement policies pay no benefits at all.

With nursing home costs averaging about $2,000 a month and some now more than twice that high, two-thirds of all nursing home patients are impoverished by the end of one year.

The insurance industry often takes advantage of what it perceives as a money-making insurable risk, by creating a product it can hawk as a panacea. For that reason, nursing home insurance has been around for many years. But today there are newer versions of these policies, and though they're expensive, they can provide better coverage than in the past.

The NEA-Retired Advisory Council, in an effort to better serve Association members and their families, asked Robert Sacks, NEA's insurance adviser, to help Association members cut through the maze of insurance provisions, limitations, and exclusions to find coverage that's worth the cost. He prepared the worksheet at right to help you compare policies if you or a dependent are considering nursing home insurance.

...To Choose the Best Policy

The best insurance policies require no waiting period or only a 20-day wait before nursing home benefits begin (the first 20 days of care in a Medicare-certified skilled nursing home are fully covered by Medicare).

Choose a policy offering several years of coverage for skilled, custodial, *and* at-home nursing care. Three of every four skilled nursing home patients who leave the facility alive do so within 60 days—but often they need custodial or at-home nursing care for many years.

Many policies exclude coverage of organic mental disorders. Yet almost 50 percent of all nursing home stays are attributed to such disorders.

Annual cost of the best available policy, as specified in the worksheet, per $10 of daily benefit or $5 of daily home care benefits, should be about $200 in 1987 for people aged 65-69 and $250 for those who are 70-74. These costs assume a group policy; individual policies usually cost a lot more. Make sure the "premium class" you qualify for is locked in when you enroll. Some policies bring you up into a higher premium class when you get older.

The earlier you purchase nursing home insurance, the lower the premium. But the odds of going into a nursing home are less than one in 100 prior to age 65, and only one in 100 for ages 65-74. The odds increase rapidly to seven in 100 at age 75-84 and 23 in 100 at age 85. So, assuming you're in relatively good health, the best age to purchase long-term insurance is probably your mid-60's, experts say. If you're *not* in good health, make sure before buying that your policy covers preexisting conditions.

If you're worried about your health and decide to buy nursing care insurance at a younger age, keep in mind that inflation keeps pushing up nursing home costs, and the availability of facilities by the time you need them is questionable.

Futurists predict that by 1990, 9 million senior citizens will be candidates for long-term care, compared to about 6 million today. Current facilities are already stretched to their limits.

—Marian Clayton

WORKSHEET

Comparing Nursing Home Policies

Use this worksheet to compare the specifications of any policies you're considering. The best available policies meet each of these criteria.

	Policy A	Policy B	Policy C
All Facilities			
No prior stay in hospital required			
20-day wait before benefits begin			
Organic mental disorders covered			
Waiver of premium as benefits begin			
Renewal guarantee			
Premium locked in			
No age limit on benefits			
Preexisting conditions covered fourth month after issue			
Broad acceptance of applicants			
Skilled, Intermediate, and/or Custodial Care			
$40-100 daily benefit			
Benefits for six years for all ailments combined			
Benefits for three years per ailment			
Home Care			
$20-50 daily benefit			
Benefits for three years for all ailments combined			

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In addition, whether you live in a house, apartment, or condominium, you'll find that NEA's Homeowners Insurance Program offers many exciting "extras." Like:

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To find out more about NEA's Homeowners Insurance Program, simply mail the coupon, or call your Horace Mann agent for a personal appointment. You'll be under no obligation, and once you see how much we have to offer, you'll see there is no comparison.

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PHONE (School): ( ) _____

(Home): ( ) _____

SCHOOL: _____ DISTRICT: _____

Date current homeowner's policy expires: _____

Mail to: **NEA Special Services Response Center**
51 Monroe Street, Suite 200
Rockville, Maryland 20850

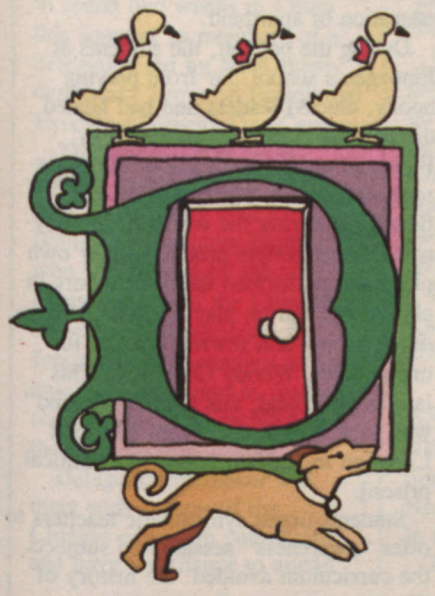
RESOURCES

Idea Exchange

'A' Is for Attorney...

There's more to learning the alphabet than memorizing the "ABC Song," Judy Beetzel's kindergartners at Jefferson Elementary in Springfield, Ill., quickly discover.

Beetzel spotlights a different letter each week, beginning not in order but



with letters easy to pronounce. If it's *D* week, students collect magazine pictures of diamonds, dolls, desserts, dinosaurs, and other *D* words. They cook *D* foods like doughnuts and deviled eggs in class.

For *F* week a firetruck might visit the school, and *V* week might bring a violinist. Students dictate a story about such events to Beetzel and later take an illustrated version home to their parents. Beetzel combines science, social studies, reading, and even math in each letter's lessons.

"The kids really pick up on it," she says. "I'm amazed at how many of them are actually learning the sounds, when they would usually be just at the letter recognition stage."

Wonderful Women's Wall

A Women's History Month celebration can be effective—without elaborate events or expensive materials. Third grade teacher Ann Pegg of Quincy, Mass., proved that *last* March.

Pegg simply put up a blank sheet of paper about 4 by 6 feet in the main hallway of Atherton Hough Elementary School and asked everyone—pupils, teachers and other school staff, visitors—to write the name of the woman who had most inspired them.

Sally Ride was a favorite—and so were Harriet Tubman and Abigail Adams. Peter Rabbit creator Beatrix Potter showed up, as did rock star Madonna. Many people named their mothers or grandmothers, and others chose women active in community life.

At that point, Pegg's third graders took over, writing papers on some of the women and posting their papers in the hall near the list, so other students could read them. They brought in pictures of the women, too.

"So often we make things much too complicated," says Pegg. "This project got the whole school talking, and everyone shared with everyone else. It was fun, and it went on its own."

Rhythm 'n Clues

Instead of rapping tests and homework, Patricia Crews' students concentrate on "raps" that help them retain what they've learned in class.

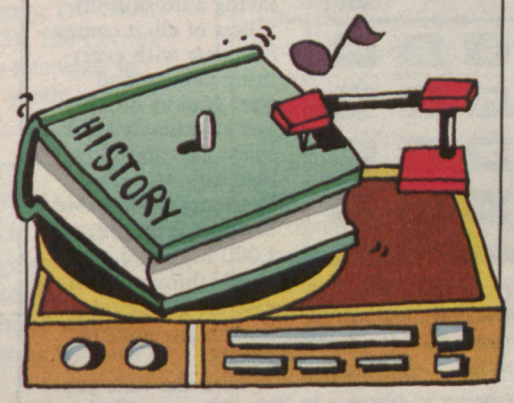
Crews teaches learning disabled students at Osbourn Park High School in Manassas, Va. Her strategy involves setting test review material to the rhythmical beat of the popular rap song—a half-spoken, half-sung rhyming chant set to music. She writes the raps herself, using information essential for the students to know to pass an upcoming test.

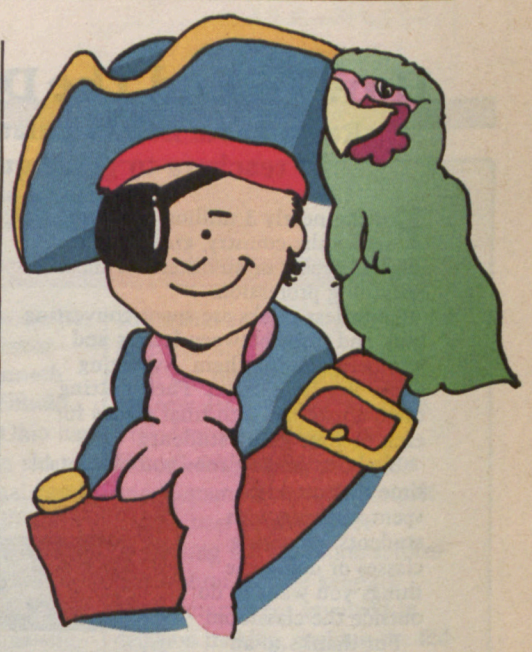
For example—

Francis Bacon: observation
and experimentation
Were passed down to our
generation.

"Rap wasn't one of my favorite forms of music before I started," Crews says, "but I figured if my students could memorize a rap star's lyrics, they could memorize historical facts the same way."

Now the idea has caught on throughout the school, and some students have begun to compose their own rap reviews for other classes. Crews believes the extra motivation has improved grades.





20th Century Pirating

Translating *Treasure Island* into a real treasure for her seventh graders took some ingenuity, but Melanie Dillard did it. Her reading class at La Creole Junior High in Dallas, Oregon, uses "doubloons" and a schoolwide "treasure hunt" to enliven Robert Louis Stevenson's 104-year-old adventure story.

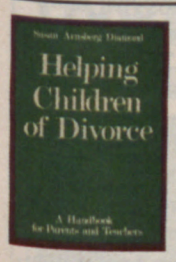
Students win gold coins (made of paper) for correct responses to quizzes or vocabulary questions. At the end of the unit, they can redeem their "doubloons" for paperback books.

Daily poetic clues guide treasure-hunting students to a map that Dillard has carefully hidden in the library copy of *Treasure Island*; the map helps them locate hidden pieces of bubble gum.

"Enthusiasm for the book has increased tremendously," says Dillard. □

Free or Inexpensive

COUNSELING



Helping Children of Divorce: A Handbook for Parents and Teachers. Susan Arnsberg Diamond. A high school guidance counselor covers the legal and psychological basics to help handle the problems of children of divorce. 115 pp. $6.95 plus $1 postage and handling. Available from booksellers or by mail from Schocken Books, 62 Cooper Square, New York, NY 10003.

SCIENCE

The Harnessed Atom. Explains scientific principles of nuclear energy and explores key issues. Includes teachers guide, 30 reusable student readers, and filmstrip/audiotape. Grades 6-9. Free while supply lasts. Use school letterhead and indicate students' grade level. U.S. Department of Energy, 300 S. Tulane Ave., Oak Ridge, TN 37830.

LEARNING DISABILITIES

How To Live 'Til Friday: A Handbook of Practical Teaching Strategies for Use in Any Classroom. Friday Associates. Six teachers in Ohio's South Euclid-Lyndhurst City schools match up solutions to a variety of academic and behavioral problems associated with learning disability (e.g., distractibility and disorganization). 30 pp. $5.95 prepaid. Ask about quantity prices. Friday Associates, 4947 Countryside, Lyndhurst, OH 44124.

WRITING

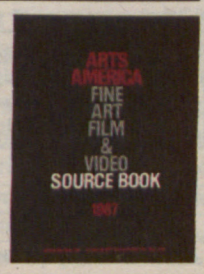
Basic English Revisited: A Student Handbook. Patrick Sebranek and Verne Meyer. 218 pp. Grade 9 to adult. ***The Write Source.*** Patrick Sebranek and Dave Kemper. 304 pp. Grades 4-8. Teacher-written style manuals/writers handbooks for students faced with any kind of writing assignment. $5 each (25 copies or more, $4 each). Address by title at Box J, Burlington, WI 53105.

The Writing Book. Author "Inky Penguin" leads students in grades 3-6 through 12 basic writing exercises (e.g., freewriting and remembering) and five parallel art exercises necessary for making a small book. 44 pp. $6.95 (20 or more copies, $4.95 each). ***Teacher's Manual for the Writing Book.*** Ron Padgett. 12 pp. $3.95 (free with 20 or more copies of *The Writing Book.*) Add $1.50 postage and handling for first book, 75¢ for each additional book. Teachers & Writers Collaborative, 5 Union Square West, New York NY 10003.

ETHNIC STUDIES

Beyond the Stereotypes: A Guide to Resources for Black Girls and Young Women. National Black Child Development Institute (NBCDI). Gives annotated lists of books, records and cassettes, and films and videotapes selected for their ability to enhance the self-esteem of black girls and women at four age levels (3-7, 8-11, 12-15, 16 and up). 75 pp. $8.50. NBCDI, 1463 Rhode Island Ave., N.W., Washington, DC 20005.

ART



Arts America Fine Art Film & Video Source Book 1987. Gives annotated listings of films and videotapes on art—from prehistoric to computer-generated and everything in between—available for sale or rent. 79 pp. Special price to *NEA Today* readers, $10. Arts America, Inc., Dept. NEA, 125 Greenwich Ave., Greenwich, CT 06830.

CURRICULUM

Teachers Catalog of Creative Program Ideas. Presents profiles of 100 teaching ideas—organized by subject and level—developed by teachers participating in IMPACT II, a national teacher networking program funded by Metropolitan Life Foundation and others. 128 pp. $10 (ask about quantity discounts). IMPACT II, 15 E. 26th St., New York, NY 10010.

COMPUTERS

Technology in the Schools: Equity and Funding. John C. Arch, editor. More than 10 writers knowledgeable about computers and schools offer suggestions on funding sources and on making computer use more equitable among boys and girls, rich and poor, majority and minority students. 52 pp. Stock no. 1535-5-00-D. $6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. □

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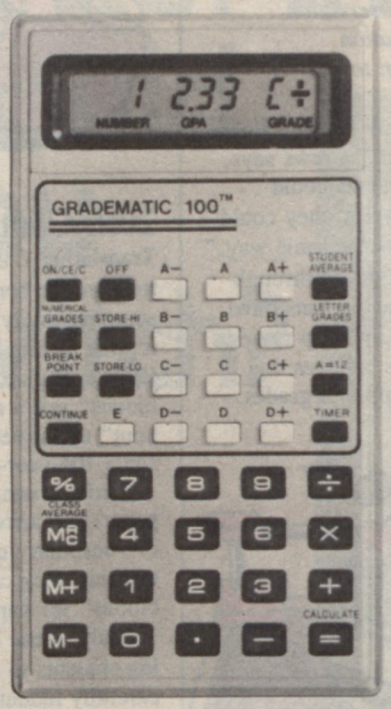

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BOOK BEAT

South Africa: Teaching for Change

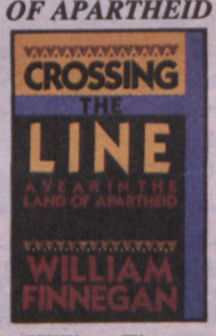
In 1980, American surfer, writer, and all-around vagabond William Finnegan got a job teaching high school in the Republic of South Africa. He needed to pick up a little cash before trekking the African continent—from Cape to Cairo.

Finnegan never made that journey. Instead, he found himself a participant/observer in an educational and political struggle that shook the world—the massive student boycotts of racially segregated schools throughout South Africa in 1980.

The title of the book, *Crossing the Line*, refers to Finnegan's daily journey—physical, psychological, political—from the comfortable all-white Cape Town neighborhoods where he lived to a nearby ghetto inhabited by people of mixed race whom the South African government categorizes as "Coloured." "Coloured" South Africans (like those of Indian ancestry, called "Asians") share with their compatriots of unmixed African descent in the dispossession and political disenfranchisement of all who are not white in that country.

Nowhere is this inequality more evident than in the schools. While typical white high schools in Cape Town

CROSSING THE LINE: A YEAR IN THE LAND OF APARTHEID



by William Finnegan

(Harper & Row, 418 pp. $22.95)

have such amenities as rugby fields, soccer fields, tennis courts, squash courts, and soundproof music rooms, classrooms at Finnegan's "Coloured" school lacked wastebaskets, and even toilet paper was rationed.

The curriculum Finnegan was assigned was stifling. It spelled out each lesson in detail. His job was not so much to teach as it was to supervise student memorization of trivia—rainfall figures for geography, obscure animal-gender terms for English. Student textbooks were permeated with pseudoscientific racist theories masquerading as fact. Even the Afrikaans dictionaries were not immune: *baas* (boss) was defined as "the name of a white man"; *swartgoed* (black thing) as "black laborer."

Finnegan entered this educational desert and set out to teach his students things he thought worth knowing and to raise their sights vocationally. As to the latter goal, however, he soon began to question the value of training students for individual success when their society desperately needed people working together to transform it. Might he be pushing capable students out of the struggle for change and into privileged careers?

The education the students really deserved, he came to believe, "was nothing less than a *radical* skepticism, a rigorous, across-the-board, *combative* approach to all forms of vested authority, particularly 'white' authority."

When the students began their boycott, this is exactly the kind of democratic and critical education they demanded. Short-term, their goal was to end the difference in funding between white and other schools. But the long-range goal was an end to the "gutter" education of apartheid.

During the boycott, the students at Finnegan's school, far from playing hooky, elected leaders and had heated discussions of politics and strategy. Finnegan writes movingly of the grass-roots democracy and creativity that flourished during the weeks of the boycott. Young people produced their own plays and performed them for others in classrooms and on playing fields. Students wrote—and rewrote—songs for one another. Woody Guthrie's "This land is your land, this land is my land" was Africanized: "...From the great Limpopo to Robben Island" [a political prison].

Students urged sympathetic teachers to offer "awareness" sessions on subjects the curriculum avoided: the history of Black resistance in South Africa, sex education, and the French Revolution. Finnegan lectured about the dangers of too easily comparing the U.S. civil rights movement to the Black struggle for political power and equality in South Africa.

But there were problems. Some teachers took off for the racetrack or sold insurance instead of responding to student challenges. Some students never caught on to the critical spirit and simply shifted their thoughtless obedience from teachers to boycott organizers. Others called the boycott a "borecott" and didn't join the activities.

Ultimately, the boycott spread to adults, who undertook economic actions such as boycotting the bus system. The authorities crushed the boycotts: more than 40 people, including children, were killed by police gunfire. The students' original demands went unmet, but business would never be as usual on the Cape Flats. Students had learned that they could organize and stick together.

Though it makes no predictions about the future of South Africa, Finnegan's book is one in which hope defeats cynicism: people change, students and teachers work together, racial and economic privilege is challenged, and we glimpse a vision of a relevant education in a democratic society.

Reviewed by Association member Bill Bigelow, social studies teacher at Jefferson High School in Portland, Oregon. A recent visitor to South Africa, Bigelow is author of Strangers in Their Own Country: A Curriculum Guide on South Africa *(Africa World Press).*

Your NEA

REACHING OUT

Join NEA Leaders On China Visit

Seventy Association members will have a unique opportunity to spend two weeks in China this summer as members of a delegation led by NEA President Mary Hatwood Futrell and Executive Director Don Cameron.

The delegation is being formed in conjunction with a July 17-August 1 visit to Beijing by President Futrell, who was invited by the secretary general of the Chinese Educational Association for International Exchanges to discuss with him ways to further cooperation between NEA and the Chinese organization.

Delegation members will meet with leaders of the Chinese education community and have the chance to attend meetings between Futrell and her Chinese counterparts in Beijing. The NEA delegation will also visit several other major Chinese cities, including Shanghei and Xian.

Cost of the trip is $2,995 per person, a portion of which will go toward a scholar merit award program to ensure future Chinese-American teacher exchanges. Participants will be chosen on a first-come, first-served basis.

For further details call China-U.S. Exchanges at 800/824-5213 or 313/884-7570.

ESP Conference Set

NEA will hold its 1987 Educational Support Personnel National Conference April 3-5 in San Diego, Calif.

Theme will be "Building Power Through Membership Growth." Site will be the Town and Country Hotel. Special room rates for attendees are $55 (single), $65 (double).

For more information contact Ed Bontempo, NEA Organizing Office, 1201 16th St., N.W., Washington, DC 20036 (202/822-7139).

Crime Prevention Network Seeks Help

The National Crime Prevention Council (NCPC)—an informational network on crime prevention organizations and activities in every area of the country—is updating and expanding its computer data bank.

If you know of crime prevention activities sponsored by schools or organizations in your locale, please notify NCPC at 733 15th St., N.W., Suite 540, Washington, DC 20005 (202/737-4603). The Council is particularly interested in programs for youth. □

TAKING A STAND

Under a policy set by the NEA Board of Directors in 1975, NEA must publish every roll-call vote of the Board. There were two such votes at the December 5-6 Board meeting; both were unanimous.

#1: Authorized an appropriation of $95,438 from the NEA Contingency Fund for the purpose of covering the administrative costs of the National Foundation for the Improvement of Education (NFIE); the total NEA cash contribution for 1986-87 to become $445,438.

129 yes, 0 no, 6 absent (2 other absentees replaced by alternates).

#2: Authorized an allocation of $137,000 from the NEA Contingency Fund to NEA-New Mexico; the funds to be disbursed as deemed appropriate by the NEA regional director.

129 yes, 0 no, 6 absent (2 other absentees replaced by alternates).

Absentees were Peggy McDanal of Alabama; Linda Pondexter of Arkansas (replaced by alternate Anita Foster); Anna Gordon of Florida; Nancy Lee of Oregon; Thomas Hassall and Eva Patrick of Pennsylvania; Lowell Johnson of West Virginia (replaced by alternate Blaine Auville); and Linda McDougle, director-at-large.

LOOKING BACK

► **Eight state governors have** each selected two districts or schools in their states to begin carrying out reforms recommended last August by the National Governors' Association ("Which Way Is Your Guv Headed?" Oct. 1986).

Teachers in 15 of the 16 pilot sites are represented by NEA affiliates: Arkansas' Little Rock Central and Springdale High Schools; Colorado's Mapleton and Montrose districts; Missouri's Independence and Columbia districts; New Hampshire's White Mountains district; New Jersey's Paramus and Township of Union districts; South Carolina's Orangeburg and Spartanburg districts; Tennessee's Memphis and Oak Ridge districts; and Utah's Salt Lake City and Provo districts.

► **Parents of some 550 students** at James A. McDivitt Elementary School in Old Bridge, N.J., had reason to be concerned about a possible threat to their children's health recently ("Is Your Indoor Air Safe To Breathe?" Dec. 1986).

Misapplication of a carpet cleaner had already caused eye and throat irritation to at least one teacher. Although the superintendent closed the school and steamcleaned the carpet, parents were still uneasy. Up to 75 percent of them continued to keep their children out of classes.

"It was a matter of credibility," explains Glenn Johnson, president of the Old Bridge Education Association (OBEA), which had been trying to convince the school board for two years that there was a problem with heating and ventilating systems in schools throughout the district. "Parents no longer believed the board."

Eventually the parents, supported by OBEA, won out: the school removed all the carpeting and, except for the library, replaced it with tile. Now the local is working with the board to solve pollution problems in two middle schools where the heating and ventilating systems are laden with mold, yeast, and bacteria.

"Both are environmentally controlled, windowless buildings," says Johnson. "If the systems don't work properly, students suffer." The problem is especially acute during warm weather if the air conditioners malfunction. Then the same air is recycled over and over, losing oxygen.

► **Our Jan.-Feb. 1987 "You and the Law"** column reported a ruling by a federal judge in Tennessee that public school children have the constitutional right to leave the classroom rather than read or hear discussion of textbooks that offend their religious beliefs.

Judge Thomas G. Hull has now issued an additional order awarding $50,500 in damages to the families of seven students who had been repeatedly suspended from the Hawkins County schools when they refused to read a Holt, Rinehart, & Winston basic reading series and to attend reading classes in which the books were used. The damage award includes compensation for tuition paid to private Christian schools, as well as for books, transportation, school lunches, and wages lost by parents while they attended the trial.

The case is on appeal, and NEA is planning to file a friend-of-the-court brief in support of the school district.

Nancy J. Pierce

► **Betty Coley, first grade** teacher at Marvin B. Smith Elementary School in Burlington, N.C. (quoted in "When I Feel Lonely, The Stars Aren't As Bright," Dec. 1986), is featured in IBM's national ad campaign touting its Writing To Read computer program.

Coley enthusiastically endorses the software, which she's used with her first graders for the past four years.

"I've been involved in a lot of innovative programs. This is the first one that I feel will stay forever," says Coley in the ad, televised during the January NBC White Paper "To Be a Teacher." □

MAKING NEWS

Michael Munden

Association member **Kenneth Valimaki** of Ohio has won the national competition for an artist to produce a work for permanent display at NEA Center. He'll receive $5,000 to create a sculpture showing interaction between teachers and students. A special fine arts jury created by the NEA Board of Directors chose Valimaki's proposal from some 100 entries. Valimaki has taught art for 22 years in the Columbus school system and is also a professional sculptor...

NEA recently received a special award from the Martin Luther King, Jr., Center for Nonviolent Social Change, honoring the Association's "extraordinary service to the cause of educational excellence and equal opportunity" and its championship of the poor and disadvantaged, the cause of civil and human rights, and the pursuit of a world of universal peace with justice, human rights, and social and economic progress for all peoples...

In her first testimony before the new 100th Congress, NEA President **Mary Hatwood Futrell** told the Senate Labor and Human Resources Committee the best strategies for continuing the education reform momentum include keeping school employees involved in decision making, making the federal government a full partner in cooperative efforts to improve schools, and maintaining and expanding federal programs to meet the special education needs of disadvantaged, handicapped, limited-English-proficient, and gifted and talented students...

President **Futrell** and Executive Director **Don Cameron** traveled to Jerusalem in January for a meeting of the International Committee of Educators to Combat Racism, Anti-Semitism, and Apartheid. The Committee—whose seven members come from both the World Confederation of Organizations of the Teaching Profession (WCOTP) and the International Federation of Free Trade Unions (IFFTU)— is dedicated to a worldwide assault, by more than 10 million unionized teachers, on racial discrimination. □

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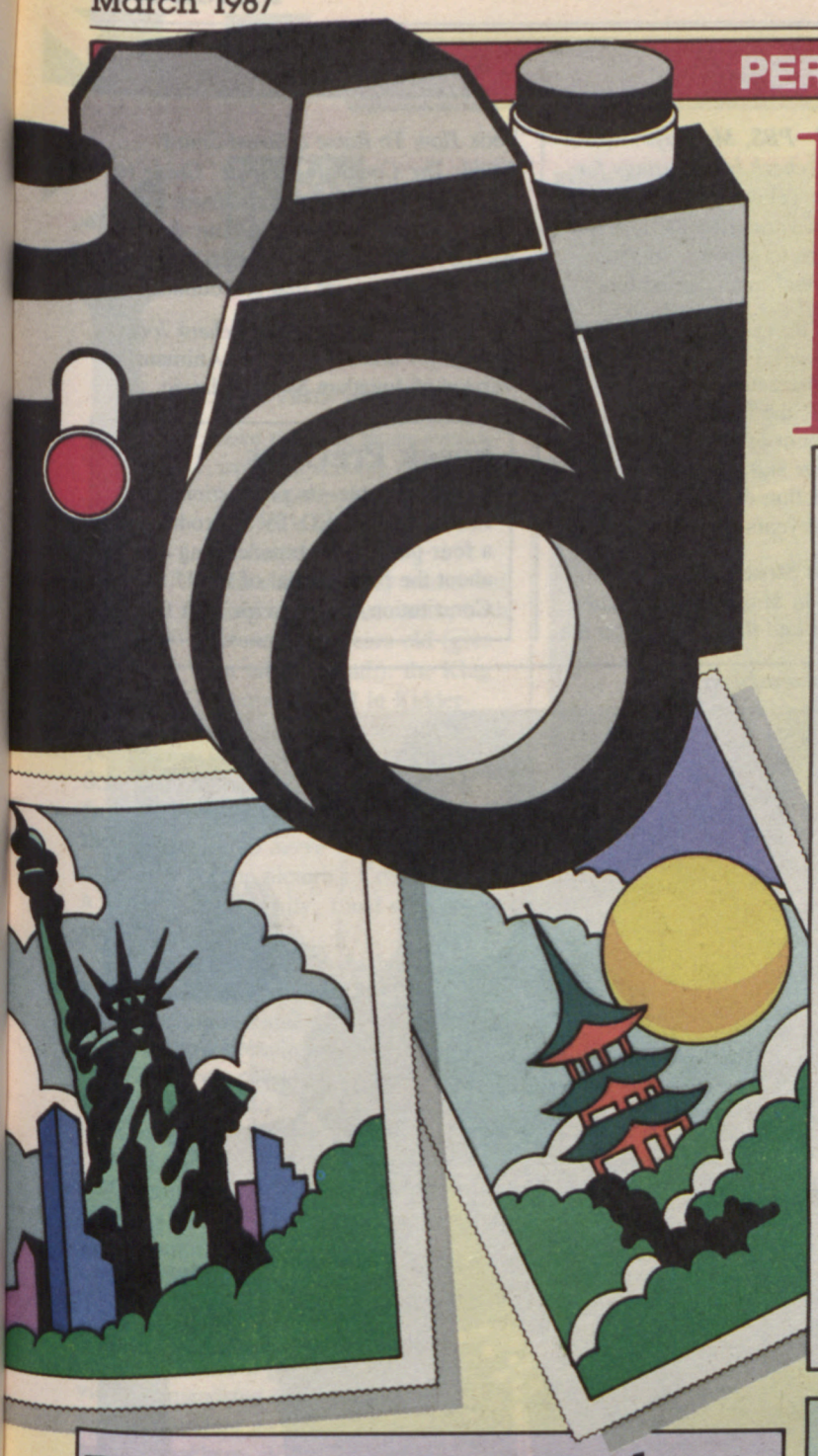
PERSONALLY SPEAKING



HITTING THE ROAD

What's Hot, What's Not?

Best bets in travel, as in fashion, change with each passing year, so that yesterday's tourist hotspots may look about as desirable today as that faded gingham dress in the back of your closet.

The 1987 travel season has a new look, not to be confused with previous years. Here's what the NEA Travel Program forecasts for the coming year.

Europe: The bad news is that the falling value of the U.S. dollar will make most European trips more expensive this summer. Prices are up anywhere from 15 to 65 percent, depending on the country. The good news is that for those who go, there'll be better service and fewer crowds (except in the Soviet Union, which expects more Americans this year than last). If you want quality rather than quantity, Europe may still be a bargain.

The Orient: Always a big favorite of NEA travelers, the Orient's situation is similar to Europe's. Prices will be up, and crowds down. China is the one exception—more tour groups are being allowed in this year, and 1987 promises to be an excellent opportunity to see this country.

Canada and Mexico: The dollar has held its value against the currency of these two neighbors. From the Yucatan's sparkling beaches to the mists of Lake Louise, Canadian and Mexican destinations are sure to remain popular with U.S. travelers.

Domestic: Gas prices and interest rates should stay low, keeping travel by auto affordable. Another factor influencing domestic travel is the "echo" of the baby boom. Family travel is back in style, but with a twist. Smaller cars, young children, and two-career couples all add up to fewer two-week cross-country treks and more weekend and package trips.

South Pacific and Africa: Long a favorite of sophisticated travelers, these destinations are now definitely trendy. Their increased popularity is partly due to a drop in prices (although they're still not cheap) and partly due to fashion trends and hit movies like *Out of Africa* and *Crocodile Dundee*. A bigger reason, however, may be the fact that for the most part the people speak English and love Americans!

Cruises: The hottest trend among Association members the past few seasons has been cruises. Last year saw a 300 percent jump in the number of members signing up for Association-sponsored cruises. A glut of ships translates into more competition—and bargains that would have been unbelievable just a few years ago. The cost of a cruise usually covers everything, making this vacation ideal for budget-minded travelers. You can choose ocean cruises, island cruises, and river cruises leaving from a wide variety of destinations. □

Adapted from an upcoming edition of *NEAdventures*, the newsletter for NEA Preferred Travelers. For a free subscription, write to NEA Travel Program, 51 Monroe St., Suite 200, Rockville, MD 20850.

Don't Eat Up Your Budget!

Meals are a major but often overlooked part of the cost of a vacation. In these days of discounted airfares, you can even spend more on food than you do on transportation.

The first trick to keeping down the cost of eating while on vacation is to understand what you've already paid for. What will be served on your flight? Perhaps taking an earlier or later flight will eliminate the need for an expensive airport meal. If you're taking a package tour, read the brochure carefully to learn what—if any—meals are provided. Over the course of a 10-day trip, the savings provided by a bargain trip could be "eaten up" if you must dine at overpriced hotel restaurants.

Don't assume you have to eat *every* meal in a restaurant. Instant coffee, tea bags, canned juice, and sweet rolls make portable and inexpensive breakfasts. The hotel restaurant may pack a boxed lunch for you, or you can improvise at a local market. Not only will you save money, but you'll also save valuable sightseeing time. If you waste an hour a day waiting to be served, that's like losing an entire day of your 10-day trip! Besides, that picnic lunch of bread and cheese on the banks of the Seine could be the highlight of your trip to France.

Another advantage to meals on your own is that you'll be less tempted to overeat. Experts advise eating light the first few days after changing time zones, to avoid jet lag.

Of course, you don't want to deprive yourself while on vacation! For many, dining out is one of the most pleasurable parts of a trip. To keep costs down and still enjoy the adventure of travel, however, try to "eat like a native."

In many countries, an "American breakfast" is not only expensive but often poorly prepared. Better to have a light breakfast and save your appetite for lunch. Beef is often costly and tough overseas; try pork, lamb, or poultry instead. But whatever you do, be careful if local hygiene isn't up to par.

Finally, if you want the ultimate in vacation dining, consider a cruise. Most cruises include *all* meals in the cost of the package—even midnight snacks! □

Learn To Ask

What's the difference between a seasoned traveler and a plain tourist? Often, it's the knowledge that you get a lot just by *asking*.

Everyone knows that the super-discounted fares offered by many airlines apply only to a limited number of seats. Only the travel pro knows that airlines sometimes expand the number of discount seats if the plane looks as if it won't be full. Travel pros know that hotels may have unadvertised discounts, or may be willing to upgrade your room without charging extra if the season is slack. Restaurants may have special "tourist" plates, children's portions, or other lower-priced alternatives not on the menu. *Ask.*

Never be afraid to ask for advice. Travel pros know that special events, small museums, colorful markets, and romantic restaurants aren't usually listed in tour books. Tour guides, cab drivers, hotel staff, shopkeepers, even passersby can be a wealth of information.

There's an art to asking, however. First, know what to ask for, and when. Don't expect special favors during peak season, for instance. Second, find someone who has the authority to give you what you ask for. The hotel clerk may not be aware of what discounts are available, but the manager should be. Your travel agent can't change airline seating policy, but a call to the airline itself just might. Third, if you're abroad, knowing even the basics of the country's language is a great help.

Finally, be polite. Travel pros don't *demand* special treatment. They find asking works just fine. □

RESOURCES

TV/Radio Tips

The Perkins Family—*PBS, Sundays, 11-11:30 a.m. ET.* Actors aged 7-16 help develop story lines, improvise dialogue, and perform all roles in this continuing drama about the day-to-day life of a "typical" American family, targeted for age 8-14.

The Real Adventures of Sherlock Jones and Proctor Watson—*PBS, Sunday, Mar. 1, and Sunday, Mar. 8, 11:30 a.m.-noon ET.* Drama series for 8- to 13-year-olds uses advanced puppetry techniques in which children and marionettes interact to help viewers improve their comprehension and problem-solving skills, as well as their learning motivation.

Performance Today—*National Public Radio, weekdays; check local listings for exact time.* Hour-long summary of 'round-the-world ideas and performances related to dance, theater, literature, and music.

Schoolbreak Specials—*CBS-TV, selected Tuesdays, 4-5 p.m. ET. Mar. 3:* "The Drug Knot." Drama about a boy's drug problem and its effect on his family and friends. *Mar. 31:* "What If I'm Gay?" A young boy searches for his sexual identity. Free teacher's guides available from CBS, 51 W. 52nd St., New York, NY 10019.

Afterschool Specials—*ABC-TV, selected Wednesdays, 4-5 p.m. ET. Mar. 4:* "Surviving the Breakup." Family drama looks at divorce through the eyes of a teenager. *Mar. 18:* "A Class Act." A dedicated but unorthodox teacher transforms a high school class of losers into winners and in the process changes his own life.

American Prose Series—*American Public Radio, Thursdays; check local listings for times.* Authors read from and discuss their works. *Mar. 5: Women Warriors* and *China Men* by Maxine Hong Kingston. *Mar. 12: A River Runs Through It* by Norman MacLean. *Mar. 19:* "A Conversation with My Father" by Grace Paley. *Mar. 26: A Mercenary* by Cynthia Ozick.

Really Rosie—*Nickelodeon channel, Saturday, Mar. 7, and Sunday, Mar. 22, 3:30-4 p.m. ET.* Animated special in which children audition for a pretend movie.

Knowzone—*PBS, Saturdays, 6-6:30 p.m.* Science series for 10- to 14-year-olds, based on PBS Nova broadcasts. *Mar. 7:* "Crime Lab." *Mar. 14:* "Why Birds Sing." *Mar. 21:* "Henry Ford's American Dream." *Mar. 28:* "Wildlife for Sale."

RadioArcade—*National Public Radio, four weekly 30-minute programs starting Sunday, Mar. 8; check local listings for times.* Eli Wallach stars in a continuing surrealistic satire on the political process and international intrigue symbolized by two machines in a video arcade.

Main Street—*NBC-TV, Tuesday, Mar. 10, 4-5 p.m. ET.* News program for teens features Warren Burger, former chief justice of the Supreme Court, in an edition devoted entirely to the U.S. Constitution.

National Geographic Special—"The Grizzlies," *Wednesday, Mar. 11, 8-9 p.m. ET.* Story of the grizzly bear's struggles to coexist with humans.

Diary of Anne Frank—*Arts and Entertainment Network, Thursday, Mar. 12, and Thursday, Mar. 19, 8-9 p.m. ET.* This two-part series, which marks the 40th anniversary of the publication of *The Diary of Anne Frank*, includes never-before-shown photos of the Frank family before they went into hiding.

The Man Who Hid Anne Frank—*Arts and Entertainment Network, Thursday, Mar. 12, 9-10 p.m. ET.* Victor Kugler, who hid the Frank family, discusses his observations of that tragic time.

Square One TV—*PBS, Mondays through Fridays; check local listings for times.* Children's Television Workshop production uses a variety of TV formats, from music videos to sitcoms, to show children 8 to 12 that math can be fun.

The Betty Ford Story—*ABC-TV, March or later; check local listings for date and time*. One-hour dramatization of *The Times of My Life*, the former First Lady's own account of her struggles with breast cancer and prescription drug and alcohol addiction during and after her White House years.

How To Raise a Street-Smart Kid—*HBO, sometime in March; check local listings for dates and times.* Based on the book *How To Raise a Street-Smart Child: The Complete Parents' Guide to Safety in the Streets and at Home* by Grace Hechinger, this one-hour documentary will help parents alert children to potential dangers that surround them.

Gulliver's Travels—*HBO; check local listings for dates and times.* Animated version of Jonathan Swift's classic. □

Sneak Previews

We the People—*in production.* San Francisco's KQED-TV is producing a four-part public broadcasting series about the bicentennial of the U.S. Constitution, slated to air next fall.

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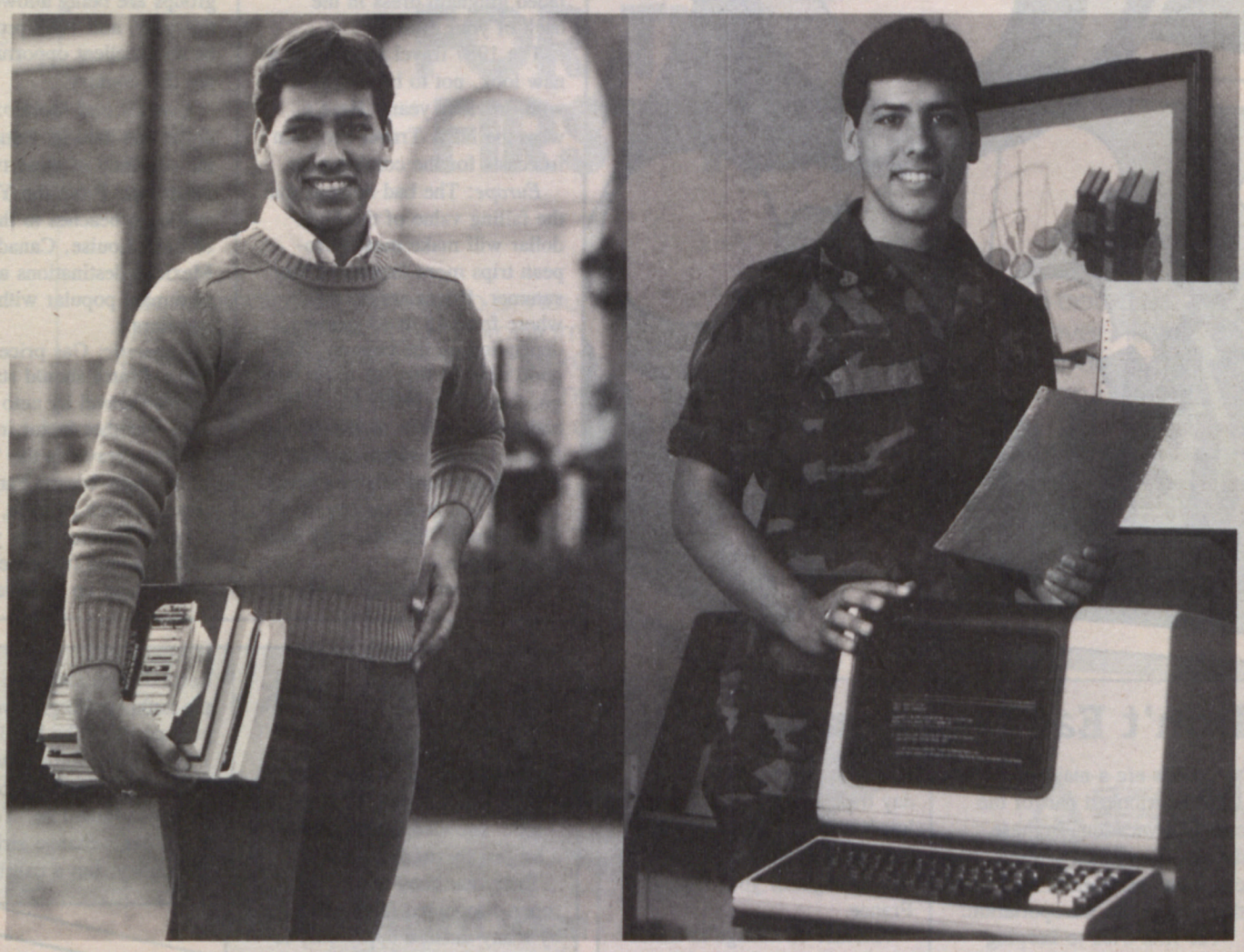

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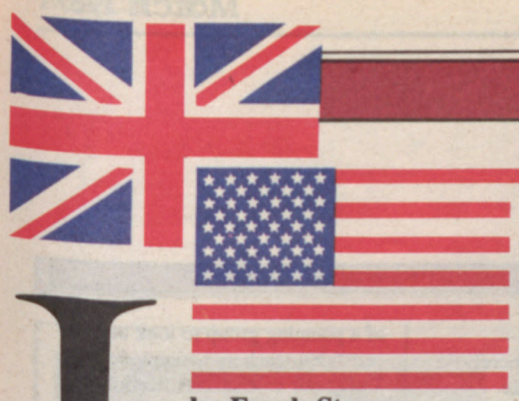

Royce L. Bair

TEACHING *in the* U.S.A.

by Frank Stevens

I love teaching in an American high school, although I'm not supposed to.

That's because my own secondary schooling took place in two very traditional English establishments, both around 800 years old (give or take a month): the King Charles I Grammar School in Kidderminster, where I went from age 11 to 14; and the Worcester Royal Grammar School in Worcester, where I boarded from age 14 to age 18. (Those who saw the PBS series *To Serve Them All My Days* will get the picture.) Coming from a working class family, I had scholarships at both places.

"Grammar schools," which serve academically able students, in those days were partly government-funded. (They're now completely private.) They were selective, college preparatory high schools, steeped in academic achievement and formality. I appreciate the rigor of the education they offered, but I find there's much to be said in favor of the more relaxed American high school. Some comparisons will show why.

First, the high school assembly. In my schools we had an assembly each morning. It was a generic Protestant service—as mandated by an old statute—fiercely reverent and guarded by rows of gowned teachers. When the headmaster came in, we 300 or so boys would stand perfectly silent until he told us to be seated. Typically he would speak on something like "doing one's best" or "thinking about the war dead." The topics seldom had any relationship to what was going through the pubescent mind.

Certainly, then, you can appreciate my wide-eyed amazement as I attended my first high school assembly in Ogden, Utah—complete with booming brass band, leaping cheerleaders and rib-clutching pie-in-the-face antics. It wasn't a question of liking or disliking it; it was more like seeing snow for the first time. America was definitely a New World.

Or, look at athletics. In England, extracurricular sports were rather invisible and not terribly significant, though rugby did have some importance at various times of year. Only the boys—hardly any parents—and certainly no townspeople went to my school games.

American high school football, in contrast, epitomizes community spirit. It is certainly a far cry from the sodden, vandalism-prone professional football (soccer) events I gladly left behind in England. Here on the high school bleachers, town dignitaries, politicians, business people, laborers, teachers, and students are equal. We cheer together from under the same blankets, eating the same popcorn. We're happy—sort of—to spend our taxes on a huge stadium.

Or compare teaching style and substance. When I arrived to teach my first American chemistry class in 1979, I felt as if I'd been granted a grand license to do many things I had previously considered beyond my dreams. This freedom represented a small token of the famous "American liberty," yet it lent true meaning to the phrase for me.

In England the curriculum was inflexible and unrelated to real life. Everything was taught in such a way that students would later be able to pass an exam. Here, when I asked the head of science what the curriculum was, he told me that it was essentially whatever I thought my students should know!

It may surprise you, but American teachers have more levers than their English counterparts do for getting students to work—mainly the grade given for daily work and the grade point average. In England there is neither: the only grades recorded are the ones on examinations given in major academic subjects at the end of secondary school.

The English equivalent of an American high school transcript is a document from the local education authority showing what examinations a student passed, at what level of difficulty ("O" or "A"), and with what score. Students who think they can do well in the exams on their own don't care how they perform in the classes that are supposed to prepare them for the exams.

British education is very selective, weeding out the best students, leaving the rest to the unemployment office. Only about 30 percent of 16-year-olds are still in school. In England, I taught briefly in a government-funded nonselective high school. I remember kids being hauled down to the office on their 16th birthdays and told "so long." The government is now trying to change this pattern by offering more aid per student at the highest grade levels, but it's not working.

In the U.S. we try to keep kids in high school until they graduate, even if they are a bit of a nuisance. Some do learn things they wouldn't otherwise learn. As to the others, they are emotionally and socially not ready to meet the world. They need a bit of a safe haven until they turn 18. High school gives it to them.

In the seven years I've taught in the United States, I've continued to enjoy great freedom of expression in my job. I've especially relished the chance to try out an endless and crazy supply of spoofs in my classes to see what will work and what won't in bringing chemistry to life (most have). There's no threat of a fearsome headmaster furrowing his brow in tacit disapproval.

Consequently, our chemistry labs bear a variety of enigmatic titles. The Acid Party, for example, is not a drug binge but a sampling of fruit juices and sodas to discover their pH value with litmus paper. My dream of the ultimate spoof would be to teach some chemistry on *The Tonight Show*, assuming that a little education would not harm Johnny Carson in the slightest.

In 1984, determined to live permanently in the United States (my wife is an American), I felt it was time to seek citizenship. With the help of a friend—a U.S. history teacher—I passed the test and became a citizen in 1985. Once again I was astounded, as friends and colleagues rallied around me with great fervour—sorry, *fervor*—as if my swearing-in had kindled the flame of Lady Liberty in them too.

From here on I was dubbed "Frank the Yank." In yet another school assembly, I solemnly cast off my socks emblazoned with Union Jacks, while students dressed as Revolutionary War patriots marched onto the stage bearing pipe, drum, and American flags.

I must concede that there *could* be as many creative and happy teachers in England as there are suffocated ones in America—my feelings about this business are by nature wholly subjective. Nevertheless, I savor and relish the United States of America as a fertile ground for teachers and learners, and will never apologize for absolutely and completely loving it here. □

Frank Stevens teaches chemistry at Davis High School in Kaysville, Utah, where he's a member of the Davis Education Association. While telling NEA Today *editors how he taught with a mole ("People," October 1986), Stevens admitted to preferring American to British secondary schooling. We invited him to tell our readers why.*

Letters

Invalid Debate?

Our class just finished discussing your seemingly invalid debate "Do Today's Children Have Too Much To Do?" (Jan./Feb.)

Were you aware that the debaters have been teaching on opposite sides of the learning spectrum? Lee Schreiner has been teaching academically talented students, whereas Franklin Louden has taught special education. We feel the debate is invalid because both sides are correct in their argument.

Could it be that academically talented students are expected to do more, and special ed students aren't pushed hard enough? If the two educators chosen for the debate were teaching in each other's fields, their opinions would most likely be reversed.

Yerington Intermediate School Academically Talented Class
Yerington, Nevada

Minority Teachers

I was both disturbed and frightened reading "The Final Hurdle" (Jan./Feb.). I'm disturbed that Black teachers are still regarded, for the most part, as unqualified to teach, due to poor early schooling and teacher training. However, I'm frightened by the fact that it may, in part, be true!

Black parents must *insist* that their children be given a proper education, and Black students *must* take the responsibility for their education.

I was fortunate enough to have a Black teacher for a role model when I was growing up, and I've never forgotten her. She was the toughest woman I've ever known; whatever she expected, she got. I have carried her wisdom and strength with me throughout my teaching career.

Juliet Simpson
Marin City, California

I am an elementary education senior in a small elite college in Iowa who found myself responding to your December piece "Where Have All the Minority Teachers Gone?" As the only minority student teacher on the faculty of a public school, I worked very hard for eight weeks in a very challenging classroom, got positive remarks, and by midterm was told I was passing and making improvement.

Two weeks later my college adviser in the education department told me I had to leave the public school and would have to change my major. So much for my dreams of graduating in May of 1987. My goals, financial plans, and years of hard work and sacrifice preparing for a teaching career have been shattered by the opinion of one teacher.

I will not give up my goal of becoming a teacher, for the sake of all the minority students in public schools who need the help and understanding that minority teachers have to offer.

Sharon Olsen
Davenport, Iowa

Funding by Lottery

Your election roundup story (Jan./Feb.) states that "education fared well in. . .ballot issues," then cites as examples five states where "lotteries were authorized as a revenue-producing alternative to personal and property tax-based education funding."

It is appalling and discouraging to me that the "voice of our profession" (which I like to believe upholds the highest moral and sensible approaches to social problems) should describe as "faring well" decisions to encourage and use gambling as a source of revenues for education.

We Ohioans know through bitter experience that lottery income (what's left after high administrative costs and ridiculously huge awards to the very few winners) provides an infinitesimal percentage of the monies needed to fund education. But earmarking such income for education convinces many citizens that needs are being taken care of, and makes them more apt to vote against local school levies.

Don McIlroy
Oberlin, Ohio

Don't Nuke Army Ads

Bill Schechter and Thom Thacker ("Letters," Jan./Feb.) were dismayed and angered by the Army ad they felt was misleading. I respond in a similar manner to their letter.

I cannot address the truth content of the ad, although I imagine it is comparable to most other advertisements. To advocate the banning of military ads because they are antithetical to the goals of schools is effectively censorship. If anything is antithetical to the goals of education, it is the suppression of ideas, even those we disagree with.

David Nasser
Aurora, Colorado

Keep the military ads coming: Army, Navy, Air Force, and Marines! I can't imagine anyone today objecting to advertising by our *own* military! It's the only barrier between us and those who would do us in tomorrow if they had the chance.

If it weren't for the military preserving our freedoms, we wouldn't have the right to be debating among ourselves how our schools should be run—a Gorbachev would be doing it for us.

George G. Dey
Canton, Ohio

'Long Overdue'

Thank you for your Jan./Feb. article, "Counselors for the Defense of Children." I'm pleased to see that NEA has finally given counseling and guidance programs their long overdue recognition as part of the education process.

Counseling and guidance programs are a *part* of the curriculum, not apart from the curriculum.

Diego D. Certa
San Jose, California

Working Moms

No doubt many mothers who are employed outside the home found comfort in the article "Do Working Moms Have Smarter Kids?" (Dec.). The article tends to leave the impression that children with better academic, social, and emotional performances scored well because their mothers work.

Whether a mother works outside the home or not has little or nothing to do with her child's performance in those areas. Rather, the likely determinant is the mother's level of education, income, and occupational classification, which was merely alluded to later in the article.

Sara Stargardt
Charlevoix, Michigan

"Do Working Moms Have Smarter Kids?" was misleading. Not until the 15th paragraph does the reader find the meat of the story: Children did better if their mothers worked part-time rather than full-time.

Part-time could mean anywhere from one to 39 hours per week, since the article does not clarify what constitutes part-time work. As a reader, I assumed *working mothers* and *full-time workers* were synonymous until paragraph 15.

This article could have been entitled "Do Part-Time Workers Have Smarter Kids Than Full-Time Workers?"

Rennae Padderud
Britt, Iowa

NCATE Accreditation

I was disappointed to see that your excellent article about making sure colleges measure up to standards set by the National Council for the Accreditation of Teacher Education ("Quality Control," Dec.) failed to mention Arkansas.

Since 1973, Arkansas has required all teacher education programs in the state to be accredited by NCATE. I am one of eight teachers on a state committee that just completed work on new, tougher requirements for teacher education. Backed by the Arkansas Education Association, the committee recommended that NCATE accreditation continue to be required for approval of teacher education programs in Arkansas. Our recommendations have been adopted by the Arkansas Board of Education.

Vicki Stokes
Everton, Arkansas

National Certificate?

As a 22-year-old completing my undergraduate degree in education, I was delighted to read in your November issue about the creation of a planning group to look at certifying teachers nationwide. Today our teacher certification requirements vary from state to state, and many states don't recognize certificates from elsewhere. A national standard would eliminate this problem, making us more employable.

We spend many hours in the university classroom fulfilling requirements that may or may not be of use to us. If some national standard was set up, it would eliminate time spent earning what may be useless credits.

Kurt D. Hutter
Stevens Point, Wisconsin

Toxic Dangers

Recent *NEA Today* articles on asbestos have caused me to review some facts. Huge sums of money are being spent to rid the schools of this dangerous material, but has anyone considered that children living in large urban areas breathe in asbestos from many sources? Probably most asbestos in the air comes from automobile brake linings.

With this in mind, let us clean up the entire environment where people live and work, and keep on the alert for pollution of any kind in the workplace.

Sam Mitchell
Brea, California

Salary Injustice

Teachers in Los Angeles are really incensed at an article in the school district's newsletter announcing the hiring of the district's first female locksmith. She has just completed an apprenticeship program and starts with an annual salary of $31,532!

That's $10,000 more than a new teacher with five years of college and a teaching credential earns here. It will take a teacher about eight years of experience plus hundreds of hours in continuing education classes to reach $31,000 annually.

Teachers and counselors keep telling students to get good grades so they can go to college to prepare for a good job, but the district undermines that advice. The new locksmith has no student loans to repay, no need to have maintained a 3.5 grade point average in high school, no need to have spent four incomeless years getting a college degree.

Most people agree you get what you pay for, and the district obviously believes that double cylinder deadbolts require better care than a classroom of 35 students.

James A. Gregson
Long Beach, California

MISSING CHILDREN

The children pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters in your school or elsewhere, please contact the Center immediately at **800/843-5678.**

Michelle Jolene Lakey
Born: 10/21/74
Last seen: 8/26/86 in Scranton, Pa.
4'9", 80 lbs., blue eyes, brown hair.

Ara Denice Johnson
Born: 3/26/81
Last seen: 4/1/86 in Big Sandy, Texas.
3'5", 40 lbs., brown eyes, black hair.

Alisha Smiley
Born: 10/7/81
Last seen: 6/6/85 in Atlanta, Ga.
3', 30 lbs., brown hair, black eyes, gap between lower teeth.

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

Debate

Should students be suspended for using drugs?

Louie Favorite

Sarah Harris teaches fourth/fifth grade at Lula (Ga.) Elementary School, not far from Atlanta. She is president of the Hall County Education Association. Harris stands with (or at least near) the 78 percent of Americans who in 1986 told Gallup pollsters they favor expelling students caught with drugs on school property.

YES

During the morning break in an "ordinary" class, students quietly form a huddle near the back of the room. Such sustained attention during break is unusual, so the teacher inconspicuously makes her way towards them—and is horrified to find her nine-year-olds experimenting with a white powder.

Tests will eventually reveal the substance to be table sugar, but the intent is clear: the children are learning how to cut cocaine.

Burgeoning drug abuse is frightening to parents and teachers alike, but more frustrating still is not knowing how to combat the problem. At first glance, suspension or expulsion seems unsound as academic and perhaps as social policy. Why should a student already in serious trouble be pushed even farther away from the only means by which he or she may receive help?

Yet the statistics imply that suspension and expulsion are means of reducing drug abuse as well as providing a beginning for rehabilitation.

In survey results published in the U.S. Department of Education's recent booklet *Schools Without Drugs*, an overwhelming 57 percent of teenage respondents reported buying most of their drugs at school.

Further, a 1983 "Weekly Reader" survey found that while television and movies had the greatest influence in making drugs and alcohol seem attractive to fourth graders, other children had the second greatest influence. From the fifth grade on, peers played an increasingly important role.

As long as students involved with drugs are allowed to attend our schools, other young people will feel pressure to "join in" and "be a part" of the group. If we as adults find it necessary to secure our place in society by buying status symbols, how much more difficult is it for our young people, with fragile self-concepts, to "just say no" to drugs!

Suspension or expulsion serves an immediate purpose: it removes an individual who poses a threat to the safety and well-being of other students and him/herself. For such offenders, rehabilitation requires more than a slap on the wrist. Suspension can bring both child and parents to awareness—even acceptance—that a problem exists.

In contrast, students who return to school while participating in a drug rehabilitation program are bound to be cornered by former "friends" anxious to offer a path back to drug use. Those struggling to break a habit need continual medical and psychological support that cannot be offered at school.

In our area, local detoxification centers have been provided with school course requirements so students can continue to perform academically until counselors feel they can return to regular classes. Aside from the rehab programs, students who have been expelled or have dropped out of school after suspension are offered job counseling and technical training opportunities.

Yes, these are stringent measures taken to address a serious problem. Yet at no time is the student left without the hope of rehabilitation or alternative solutions. And in national studies of middle and secondary schools where effective drug abuse policies have curtailed rampant use, every success story includes strict, consistently enforced consequences—among them, as the first line of defense, suspension and expulsion.

Suspension is not a panacea. Expelling or suspending a student without rehabilitation is like putting a bandaid on a severed artery. Only concerted efforts that merge a K-12 prevention program, community health and civic involvement, and parental support can begin to make a dent in the problem.

Still, a hard-line approach may well be our children's last defense. If we ask our students to say no to drugs, we must reinforce the message by saying no to drug abuse in schools.

Ron Colleran

Jim Perry has seven years' experience as an attendance teacher—working to keep students coming to school—in Buffalo, N.Y. He's currently at Riverside High School. Perry has also taught junior high school social studies. "We can help the students who are using drugs," he says. "The real problem is the pushers."

NO

If the statistics reported by various government, private, and educational institutions are correct, a very high percentage of this country's high school students have been involved with drugs. (One survey, for instance, found 41 percent of high school students have tried marijuana, 13 percent cocaine.)

If all these students were caught at once, we'd have a sudden surplus of secondary teachers—because the routine school response is suspension.

In reviewing student handbooks for the upper New York State area, I've found that the usual punishment for alcohol or drug abuse is suspension, parent conference, and notification of law enforcement authorities, along with possible prosecution. At the suspension hearing, the student might be expelled or might be transferred to another building, depending on the size of the school district, the student's age, and how often the offense has been committed.

Except for the possible prosecution, that same punishment is often listed for everything from throwing food to swearing. At Riverside, in fact, only 1 percent of suspensions are for drug abuse.

But to actually change students' behavior, a punishment must be related to the causes of the offense. A student who has a drug habit needs a stable environment, not a street scene. To expel students for using drugs is to avoid the causes and merely hide a symptom of a much larger social problem.

A student's individual problem is often seeded in the early years of childhood. Children need adults who will listen, build a healthy relationship, and make them feel good about themselves.

What a utopian idea! Most children have either a single parent who's employed or two who are. Many homes are kept off balance by battles with unemployment, dead-end jobs, low self-esteem, malnutrition, alcoholism, or drug addiction. Adults use drugs, whether by prescription or on their own, in attempts to feel good about themselves and to escape the stress of living.

Will expelling a student from school for alcohol or drug abuse help either student or parents handle their problems? I think these youngsters need more care than punishment. (When students are *selling* drugs, it's a different question: they're committing a felony, and the law has to be enforced.)

Alongside other institutions, the public schools need to focus on dealing with and rehabilitating drug users.

First, parents need help in coping with their own problems. To create a stable environment for a child, they need self-assurance and self-control—they need to be a good example. They also need as much information and education about drugs and addiction as possible. A host of agencies are attempting to provide these kinds of assistance, and schools can let parents know where to turn.

Second, addicted students and their parents require professional rehabilitation counseling, which could be afforded in the school setting.

Third, students need early and continuous education on drugs and addiction.

Fourth, the federal and state governments need to develop a realistic outlook on education. Students are being expelled because schools are not equipped to handle deep-rooted problems. Teachers can help eliminate these problems only if they are provided the resources with which to do it. They need training on how to deal with students involved with drugs. Districts need the money to hire professional people who are trained as rehabilitation counselors.

Only when the community, parents, and educators are given enough incentive from governments or the public at large will they stand up and face this enormous social problem. Until then, students will be expelled or given long suspensions—put out into the street scene—and problems pushed under the rug. □

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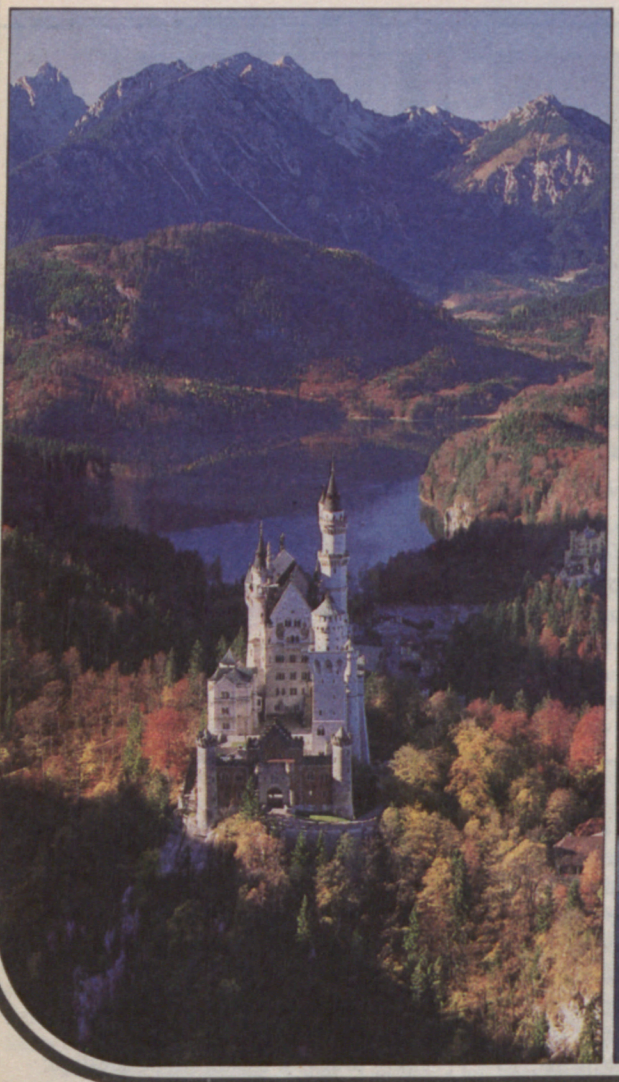

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